



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

New Way Learning Academy

Company Name

1300 N. 77th St.

Street Address

Scottsdale, AZ 85257

City

State

Zip Code

Telephone Number: 480-946-9112 x103

Dawn Gutierrez

Name of Person Authorized to Sign Offer

Head of School

Title of Authorized Person

Dawn Gutierrez 5-24-05

Signature of Authorized Person

Date of Offer

Facsimile Number: 480-946-2657

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

Offeror's Federal Employer Identification Number:

86-0215781

Acknowledgement of Amendment(s):

(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

1 5/20/05

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

Your Offer, dated 5/24/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085- 01.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peeples
Douglas C. Peeples, MEd, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

New Way Learning Academy

(Company Name)

1300 N. 77th Street

(Street Address)

Scottsdale, AZ 85257

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

Dawn Gutierrez – Head of School

(Name and Title)

1300 N. 77th Street

(Street Address)

Scottsdale, AZ 85257

(City & State)

(Zip Code)

(p)480-946-9112 (f)480-946-2657

(Telephone & Facsimile Numbers)

dawn@newwayacademy.org

(E-mail Address)

ATTACHMENT 6.1 FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School			
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment			
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$ 130.	180	23,400.
SLI: Speech/Language Impairment	\$ 130.	180	23,400.
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within N/A. calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by ____%. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1 **FREE SCHEDULE PART II**

Please complete entire form as appropriate.

Related Services	Available	Included in Daily Rate	Rate/unit (if not included)
Speech/Language Therapy	(Y) N	(Y) N	
Occupational Therapy	(Y) N	(Y) N	
Physical Therapy	Y (N)	Y (N)	
Audiology	Y (N)	Y (N)	
Pre-vocation/Vocational	(Y) N	(Y) N	
Counseling/Guidance for Students	(Y) N	(Y) N	
Parent Counseling and Training	(Y) N	(Y) N	
Psychoeducational Assessments	(Y) N	(Y) N	
Psychological Services	(Y) N	(Y) N	
Recreation	Y (N)	Y (N)	
School Health Services	Y (N)	Y (N)	
Medical	Y (N)	Y (N)	
Transportation	Y (N)	Y (N)	
Other:	Y N	Y N	
Other:	Y N	Y N	
Other:	Y N	Y N	
Extended School Year	(Y) N	Y (N)	* 130. per day

Circle all grades for which you are approved:

PreK (K) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)


New Way Learning Academy

Staff Credentials – August 2004

Position	Name	Degree	Certification	YrExp	NW Exp	Misc Information
Teacher	Holly Badke	BS	History/Sp Ed (LD), C.A.L.T	14	13	Orton Gillingham, Schools Attuned
Teacher	Virginia Belden	BS/MS	Sp Ed (MHA, LDA, EDA, PHA)	29	11	Transition Specialist, Schools Attuned
Teacher	Linda Bonnell			3	3	Art/Nature Outdoor Ed.
Teacher	Sheila Buchanan	BS	EH, LD	13	10	Project Read/LE
Teacher	Kathy Campbell	Med.	Sp. Ed. (L.D.)	12	2	
Librarian	Janet Carruth	MEd		15	7	
Teacher	Shawn Clark	BS/MS	Sp Ed.	5	5	Speech/Lang. , LE Schools Attuned
Psychological services	Pat Comfort	PhD	Ed Psych	33	22	testing, therapy
Teacher	Marie Coyle	BS/MS	Elem/Sp Ed (LD) Rdg.	16	15	LE/Reading Endorsement
Teacher	Simon Crawford	BA		7	5	History, LE, Orton- Gillingham, Schools Attuned
Speech/Language pathology	Deborah Fash	MA	Certified, Clinical Competence	24	13.5	Lindamood – Bell / testing, therapy. Schools Attuned. Wilson Language.
Teacher	Barbara Fuller	MA	Sp Ed (LD), C.A.L.T.	26	20	Wilson, A.P., Orton - Gillingham, Certified Lang. Therapist, Schools Attuned
Technology Support	Nathan Fuller	BS		5	5	Computer Tech.
Para Professional	Terry Gardella	ABA		21	17.5	
Teacher	Jamie Gregory	MEd.	Special Ed.	16	7	Sp Ed., Adapt. P.E. / LE
Head of School	Dawn Gutierrez	MEd	Sp Ed (MR/LD)	35	20	Past President IDA-AZ. Schools Attuned
Teacher	Cami Humpherys	BS	Elem. Ed. Special Ed.	3	1	
Teacher	Jane Jacobson	BS	P.E.	1	1	
Teacher	Amy Keller	BS/MEd	Math	12	8	
Teacher	Ann Lauritsen	BS/MEd	Standard K-8 / ESL K-12 endorsement	32	5	Trained in LEI, Science, and English.
Speech/Lang. Assist	Nancy Layton	ABA		26	13	
Teacher	Jennifer Oguma	BS	Special Ed.	8	5	Language Foundation
Speech/Language	Heather Robinson	MS	Certificate Speech and Lang.	4	4	Speech/Sp Ed
Teacher	Nora Schlesinger	MEd.	C.A.L.T.	9	1	Orton Gillingham, Certified Academic Lang. Therapist.
Para Professional	Yvette Scott	ABA	Early Childhood	6	1	
Speech/Language	Regan Wahlberg	MS	Certificate Speech and Lang.	4	4	Speech/Lang.
OT	Danielle Warren	AASOT	C.O.T.A	8	8	

Section I: Required Information

(1) Offer and Award Form

OFFER AND AWARD	
	ARIZONA DEPARTMENT OF EDUCATION Procurement Section 1535 West Jefferson Street, Bin #37 Phoenix, Arizona 85007
	SOLICITATION NO. ED05-0085
OFFER	

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation:

CBHSP Arizona, Inc.

d/b/a Academic Behavioral Alternatives

Company Name

1835 E. Guadalupe Rd, Ste.103

Street Address

Tempe,

AZ

85283

City

State

Zip Code

Sam Donaldson, Ph.D.

Name of Person Authorized to Sign Offer

President and CEO,

Cenpatco Behavioral Health, LLC,

Title of Authorized Person

Signature of Authorized Person

Date of Offer

Telephone Number: **(480) 456-0942**

Facsimile Number: **(480) 456-0956**

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: **applied for**

Offeror's Federal Employer Identification Number: **86-0782736**

Acknowledgement of Amendment(s):

Amendment No. Date

Amendment No. Date

(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

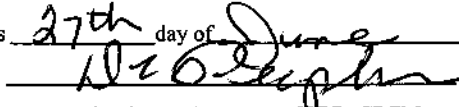
Your Offer, dated 5/25/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED05-0085-02**

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.


Douglas C. Peeples, MBA, CPPB, CPCU
Procurement Director

CBHSP Arizona, Inc.
d/b/a Academic Behavioral Alternatives (ABA)

Offerors' Contact Information

Mailing of Payments:

Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

CBH of Arizona

(Company Name)

5402 Payshere Circle

(Street Address)

Chicago, IL 60674

(City & State) (Zip Code)

Contractor representative to contact for contract administration purposes:

Erik Ryan, Director of Schools

(Name and Title)

1835 E. Guadalupe Rd., Ste.103

(Street Address)

Tempe, AZ 85283

(City & State) (Zip Code)

Tel: 480-456-0942/FAX: 480-456-0956

(Telephone & Facsimile Numbers)

eryan@centene.com

(E-mail Address)

Programming & Administrative Contact:

Erik Ryan, M.A.
Director of Schools
Academic Behavioral Alternatives
1835 E. Guadalupe Rd, Ste.103
Tempe, AZ 85283
(480) 456-0942

School District Quality Improvement and Reporting Contact:

Kelly Freudenthal
Assistant Administrator of Schools
Academic Behavioral Alternatives
1835 E. Guadalupe Rd., Ste.103
Tempe, AZ 85283
(480) 456-0942

Business Operations Contact:

Jay Gray, Ph.D.
Regional Director
CBHSP Arizona, Inc.
1501 W. Fountainhead Corporate Park, Ste.295
Tempe, AZ 85282
(866) 495-6738

Corporate Officer & Authorized Signatory:

Samuel A. Donaldson, Ph.D.
President and CEO
Cenpatico Behavioral Health, LLC
823 Congress Avenue, Ste 600
Austin, Texas 78701
(512) 406-7200

(2) Completed Attachment 6.1 Fee Schedule Parts I and II

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	\$195	180	\$35,100
EDP: Emotional Disability/Separate Facility of Private School	\$135	180	\$24,300
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/Hi, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED	\$195	180	\$35,100
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation	\$135	180	\$24,300
MOMR: Moderate Mental Retardation	\$195	180	\$35,100
OHI: Other Health Impairments	\$135	180	\$24,300
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool – Severe Delay			
PSL: Preschool – Speech/Language Delay			
SLD: Specific Learning Disorder	\$135	180	\$24,300
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students	\$135	180	\$24,300

If payment is made within _____ calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by _____. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1
Fee Schedule Part II

Please complete entire form as appropriate.

Related Services	Available		Included In Daily Rate	Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$95/hr
Occupational Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$95/hr
Physical Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$95/hr
Audiology	Y	<input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$85/hr
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$85/hr
Parent Counseling and Training	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$85/hr
Psychoeducational Assessments	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$85/hr
Psychological Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$100/hr
Recreation	Y	<input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
School Health Services	Y	<input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Medical	Y	<input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Transportation	Y	<input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Other: One-to-One Aide – Full Day	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$135/day
Other: One-to-One Aide – Half Day	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$100/day
Other: One-to-One Aide – Partial Day	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$100/day
ESY: ED-P, MIMR, SLD, OHI Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$93/day
ESY: MOMR, Multiple Disability, Autism Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y <input checked="" type="radio"/> N	\$115/day

Circle all grades for which you are approved:

Pre-K K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

(3) Listing Of Any Other Charges Not Included On The Fee Schedule

There are no other charges other than those that are identified on the Fee Schedules.

It is understood the above tuition rates are "per day per student" tuition rates and do not preclude districts from contracting with ABA for "classroom rates" or "district-based classroom rates" at discounted rates. Districts may contract with ABA through district RFPs for classroom or district-based classroom rates apart from this RFP process.

Charges to the District will continue to accrue for the entire period that the student is enrolled in the school program, including periods of absence and suspensions. Upon notice from the school district to terminate services for a student, daily charges for the student will cease to accrue.

Responses to Questions #10 & #11

10. Provide an overview of your firm that includes organizational structure, number and location of offices and the number of employees at each office location. Also indicate the extent and type of involvement of each office listed. Identify the office location from which a majority of the key personnel will be assigned to any resultant contract.

OFFICE	LOCATION	# OF EMPLOYEES	TYPE OF INVOLVEMENT
Fountainhead Corporate Park	1501 W. Fountainhead Corporate Park, Ste.295 Tempe, AZ 85282	4	Administrative Oversight
ABA Tempe Campus	1835 E Guadalupe Rd., Ste.103 Tempe, AZ 85283	12	Direct Student Services
ABA Phoenix Campus	5727 N. Black Canyon Hwy. Phoenix, AZ 85017	3	Direct Student Services
ABA Chandler Campus	191 W. Oakland Chandler, AZ 85225	14	Direct Student Services
ABA Laveen Campus	5001 W. Dobbins Laveen, AZ 85339	3	Direct Student Services
ABA Agua Fria Campus	301 E. Western Avenue Avondale, AZ 85323	9	Direct Student Services
ABA Dysart Campus (Opening Fall, 2005)	12308 W. Thunderbird Rd. El Mirage, AZ 85335	12	Direct Student Services

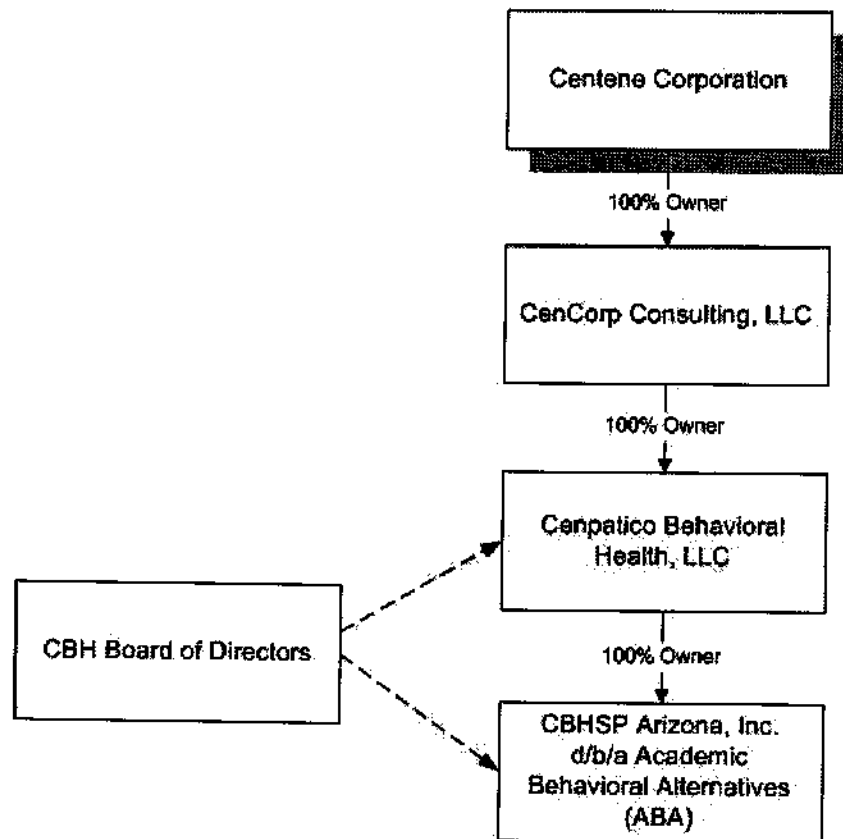
Key Personnel for this contract will be the Campus Administrator at the ABA Tempe & ABA Phoenix locations, and the Assistant Administrator of Schools and Director of Schools at the Fountainhead Corporate Park.

11. If the Offeror's firm is a division or subsidiary of another firm, indicate below the name and address of the parent firm. Also include a description of the working relationship between the Offeror's firm and the parent firm. Specify what impact, if any, this relationship would have on the Offeror's firm's ability to meet the requirements for services described in this Solicitation.

CBHSP Arizona, Inc. d/b/a Academic Behavioral Alternatives (ABA) is a wholly owned subsidiary of Cenpatco Behavioral Health LLC (CBH), headquartered in Austin, Texas. CBH is a wholly owned entity of CenCorp Consulting Company, Inc. (CenCorp), headquartered in St. Louis, Missouri. CenCorp is a wholly owned subsidiary of Centene Corporation® (Centene), headquartered in St. Louis, Missouri.

The following diagram illustrates the ownership and governance of ABA:

Ownership and Governance



ABA utilizes the resources of both CBH and Centene in delivering services. The long-term strength of Centene and CBH ensure a solid financial foundation for ABA. The combination of expertise among the companies – education, behavioral health, and health care management – provides districts with added dimensions and perspectives for innovation and service delivery.

ABA's senior management team includes the following individuals:

Jay Gray, Regional Director, CBHSP Arizona, Inc.:

- Over 16 years of local Arizona experience developing and managing Medicaid behavioral health and education services and programs
- As Executive Director of Desert Springs Professionals, LLC and Regional Director of CBHSP Arizona, Inc., currently responsible for managing all Arizona operations

- Extensive experience coordinating services with all Arizona state agencies, including implementation of CSAT grant with ADJC
- Managed 800 staff, 25 clinic sites, facilitated & monitored delivery of services to over 12,000 Medicaid behavioral health recipients in Maricopa County
- As Vice President of EMPACT-SPC, assisted expansion of community development and suicide prevention efforts in Arizona

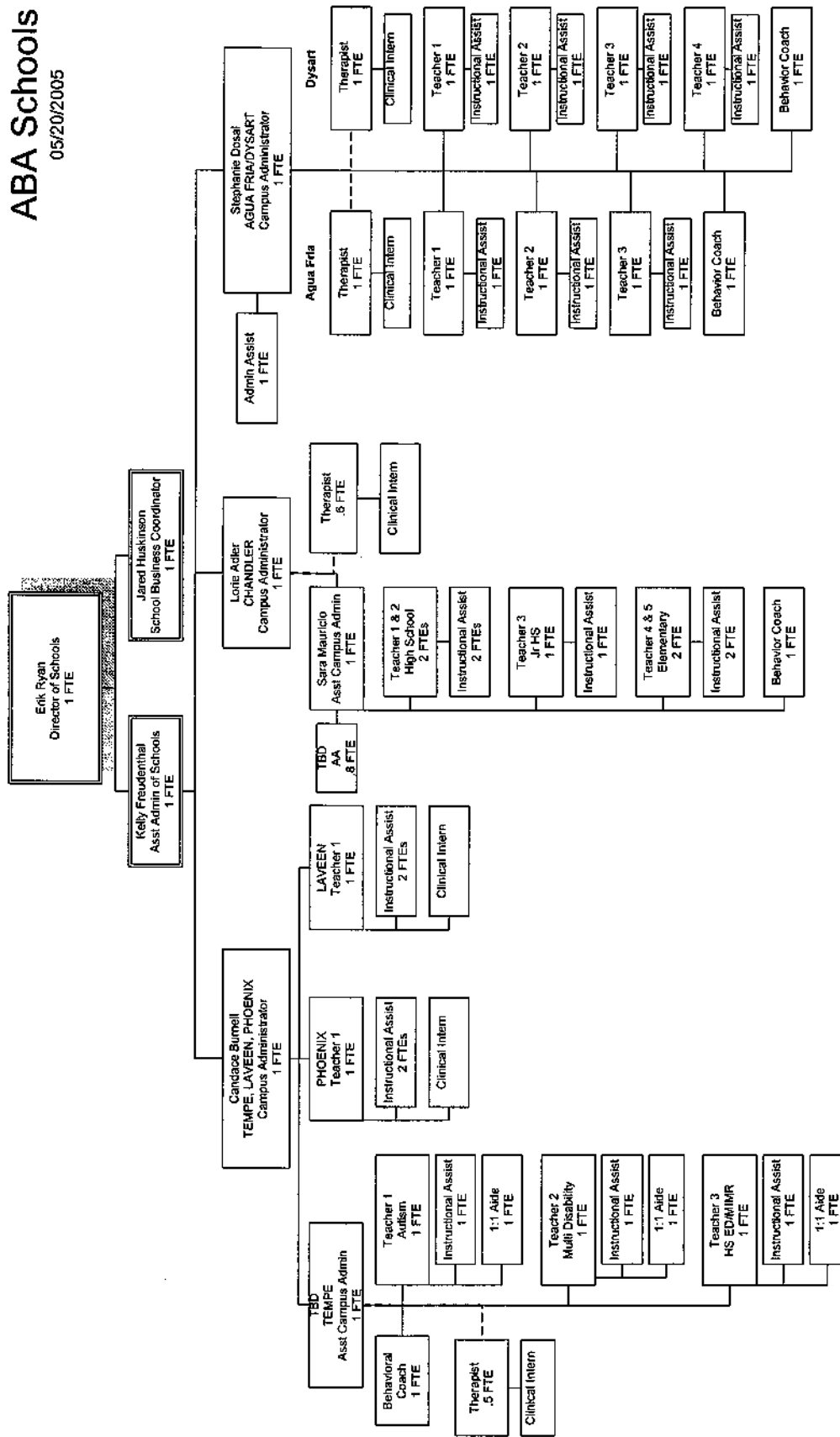
Sam Donaldson, Ph.D., President and CEO, Cenpatco Behavioral Health:

- Extensive background in public direct care and consumer directed case management
- Over 20 years of experience in the development of behavioral health care delivery systems
- Key role in development of company's SSI integrated care model
- Licensed psychologist with specialization in the field of addictions
- Managed behavioral health contract of 2.9 million lives, Western Pennsylvania

ABA utilizes CBH's Central Billing Office in Austin, Texas to complete and submit tuition reimbursement requests. ABA also utilizes Barbara Fenstermacher, RN, MC, Clinical Supervisor, for oversight of clinical services requested by the District.

Organizational Chart

ABA Schools
05/20/2005



Section II: Experience, Approach, Scope of Services and Results

Experience

CBHSP Arizona, Inc., d/b/a Academic Behavioral Alternatives (ABA), has been operating in Arizona since 1995 and is a state-approved, private special education school that provides educational programming focused on students' academic and behavioral needs. ABA currently operates five special education schools in Arizona. These schools have been developed in response to the identified needs of school districts in Arizona for the purpose of providing special education placement and programming for students whose behaviors have become too complex to manage in the larger public school environment.

Populations Served ABA serves the needs of students identified with Autism, Emotional Disability (ED), Mild Mental Retardation (MIMR), Moderate Mental Retardation (MOMR), Multiple Disabilities, Specific Learning Disabilities (SLD), and Other Health Impairments (OHI).

Current School Locations ABA currently operates three innovative programs on District campuses for Chandler Unified School District, Laveen Elementary School District, and Agua Fria Union High School District. A fourth district-based campus will be opening within Dysart Unified School District in the Fall of 2005.

ABA STAND-ALONE SCHOOL LOCATIONS	
School Location	Populations Served
Academic Behavioral Alternatives - Tempe 1835 E. Guadalupe Road, Suite 103 Tempe, AZ 85283	Grades 1-12 ED, MIMR/MOMR, Autism, MD, OHI, SLD
Academic Behavioral Alternatives - Phoenix 5727 N. Black Canyon Highway Phoenix, AZ 85017	Grades 4-12 ED, MIMR, OHI, SLD
ABA DISTRICT-BASED LOCATIONS	
School Location	Populations Served
Academic Behavioral Alternatives - Laveen 5001 W. Dobbins Laveen, AZ 85339	Grades 4-8 ED, MIMR, OHI, SLD
Academic Behavioral Alternatives - Chandler 191 W. Oakland Chandler, AZ 85225	Grades K-12 ED, MIMR, OHI, SLD
Academic Behavioral Alternatives - Agua Fria 301 E. Western Avenue Avondale, AZ 85323	Grades 9-12 ED, MIMR, OHI, SLD
Academic Behavioral Alternatives - Dysart 12308 W. Thunderbird Rd. El Mirage, AZ 85335	Grades 5-12 ED, MIMR, OHI, SLD

Students enrolled in ABA receive individualized instruction, which has resulted in significant behavioral and academic growth for our students. Each student is shown the utmost respect by ABA staff. We pride ourselves on reinforcing positive behaviors. Recognizing the challenges of our students, we work closely with families to coordinate services and assist them in reinforcing positive behaviors in the home. ABA emphasizes on-going training, and employs a continuous and highly integrated quality improvement program. This approach has gained us the respect of districts and families.

Our mission is to provide districts and families with the resources necessary to maximize students' behavioral and academic potential. We will only consider our job complete when we have demonstrated our leadership in the provision of quality educational and behavioral services. We operate our organization with fiscal responsibility so that we can continue to meet the needs of our school districts, families, and students.

Approach and Scope of Services

ABA approaches student learning from an accommodation perspective. Our ultimate goal for each student is to identify a specified level of academic and behavioral achievement that will facilitate transition back to his or her home school/district. We work with each student on his or her identified academic and behavioral goals in ways that accommodate for the student's disability while providing positive reinforcement and interventions for success.

ABA takes the lead in coordinating services for all of the educational needs indicated in a child's Individual Education Plan (IEP). We maintain a staff and network of service providers representing all areas of support identified by multi-disciplinary teams. In addition, we provide on-going evaluation of students' progress at ABA, which helps us determine if additional supports and/or services are required for each student's success. This process supports our pursuit of the ultimate goal – a student's successful transition back to his or her regular classroom or school of residence.

Support and Related Services

Support and Related Services (included in Daily Tuition rate)

- Instruction is tailored to the individual needs of the student
- Experiential Art Activities
- Experiential Music Activities
- Recreational Activities
- Social Skills Development and Training
- Group Therapy
- Coordination of Psychiatric Services
- Case Management and Coordination of Counseling Services
- Appropriate Parental Support and Involvement
- Coordination of Community Support Services
- MIPS Documentation and Submission

Related Services (not included in the Daily Tuition rate and billed separately)

- Individual Counseling (as indicated in an IEP)
- One-on-One Aide Support (as indicated in an IEP)
- Occupational Therapy (as indicated in an IEP)
- Physical Therapy (as indicated in an IEP)
- Speech Therapy (as indicated in an IEP)
- Transportation (as indicated in an IEP)
- Extended School Year (as indicated in an IEP)

Outcomes

ABA collects performance data twice a year, in December and May, through standardized test scores and other instruments that measure student achievement and satisfaction. Following are the results from our December 2004 survey:

- 90% of enrolled students have shown significant academic growth
- 75% of enrolled students have been able to transition back to their home school or a less restrictive environment
- 80% of families report being pleased or very pleased with ABA services*
- 90% or more of students report being pleased with their ABA experience
- 87% attendance rate

In addition, students have demonstrated a 20% or higher improvement in math and reading scores per quarter.

* Our experience is that parent satisfaction is usually higher at the end of the school year than at the mid-year point.

Service Delivery

Stipulations

In accordance with the provisions of the request for proposal, we stipulate the following:

1. ABA will provide special education instructional programs for students with disabilities that are at least comparable to those provided by the public schools of Arizona and meet the requirements of IDEA.
2. ABA will provide certificated special education teachers in each classroom to implement the IEPs of those students assigned to that classroom. Student-teacher ratios shall not exceed 8:1 or 12:1 with a paraprofessional.
3. ABA will provide related services to meet the needs of the students as indicated on their IEPs.
4. ABA will provide administration personnel such as head teacher, principal, or other administrator certificated in an administrative area or experienced and certificated in the appropriate area of special education.
5. ABA will provide students an education that meets the standards that apply to education provided by the public education agencies.
6. ABA will maintain student records in accordance with the statutory requirements.

7. ABA will accept all responsibilities concerning instructional programs to the disabled student and parent or guardian that are required of the public schools of Arizona. ABA understands that ultimate responsibility for any student under contract in a private special education school rests with the public education agency contracting for the students' education.
8. ABA will administer all required statewide assessments to those students placed in the private facility by a Public Education Agency (PEA) or through the educational voucher system.
9. ABA will maintain adequate liability insurance.
10. ABA will maintain an accounting system and budget which includes the costs of operation, maintenance, transportation, and capital outlay, and which is open to review upon request.
11. ABA will maintain an attendance reporting system that provides public education agencies and ADE with required information.
12. ABA will provide notification to contracting public education agencies and ADE of any changes in staff or deletion of programs within 10 days of the change or deletion.
13. ABA will provide notification to the contracting PEA of any intent to discontinue, suspend, or terminate services to a student for longer than 10 days. ABA understands that services to the student must be continued by the private school until an IEP meeting with the referring PEA is convened to determine an appropriate alternative placement. ABA further understands that the referring PEA must be given up to 10 school days to arrange for the transition of the student after the IEP determination.
14. ABA will permit onsite evaluation of the program by the department or its designees, and the representatives of the public education agencies.
15. ABA will request approval to contract with public education agencies from the department in accordance with the prescribed procedures.
16. ABA will complete the billing process for covered Medicaid services if requested to do so in writing by the school district.

School Admission Criteria

The criteria used to determine admission has been established by the Arizona State Board of Education, the Arizona Legislature, and the Federal Department of Education. Referrals are accepted from all contracting school systems and/or other agencies serving special needs populations. The multi-disciplinary team explores all intellectual, behavioral, social, physical, and emotional factors leading to student placement prior to admission.

Coordination with the District

In support of its collaboration with the District, ABA will:

- Follow the goals and objectives developed by the District's IEP Team
- Submit to the district a monthly written report, including attendance. A 40-day and 100-day attendance count will be submitted to the district
- Provide documented progress/regression towards goals and objectives, as well as a semester summary. ABA will attend staffing and IEP reviews when requested, and participate in the development of a transition plan with the goal of facilitating the student's successful return to a public school setting

- Provide documented progress on the goals and objectives in the form of quarterly progress reports; these will be submitted to the district's director of exceptional education or other contact(s) designated by the district

Reporting of Student Progress

Parents are regularly informed of their student's academic and behavioral progress. Report cards and student progress reviews addressing IEP goals are issued on a quarterly basis. Parent conferences are held as scheduled by the district, and as requested by the parent.

The following methods are employed to gauge individual student performance:

- Pre and post-academic assessments (WJ III); norm and criterion reference testing (Terra Nova, AIMS/AIMS A, and District Assessments)
- Behavioral assessments (Daily Behavior Outcome Reports, FBAs, BIPs, and Time-Out data); documentation may include graphs and/or charts to indicate student progress
- Quarterly grade and progress reports identifying the level of mastery of IEP goals
- Student portfolios
- Multi-disciplinary conferences

Behavior Management and Discipline Practices

ABA takes a positive and proactive approach to providing behavior management and discipline practices. We strive to create an educational environment that is focused on safety, security, and student engagement. We work with students on the redirection of target behaviors, with the goal of teaching students to self-monitor. Students are positively reinforced for their individual, classroom, and school-wide behaviors through frequent praise and approval, modeling, token reinforcement, programmed instruction, and the establishment of clear and consistent rules across the school environment.

As a way of decreasing undesired or inappropriate behaviors, we first employ the least intrusive and stringent methods on the hierarchy of interventions, thereby appropriately matching the intervention to the infraction. Some of these methods may include: putting behaviors on extinction, pre-correction and/or redirection, contingent instruction, criterion specific rewards, fines, group contingencies, peer mediation and management, self-management, over-correction, exclusion, and seclusion. We work diligently to address and process students' behaviors within the situation or context in which they occur. By utilizing the principles of Functional Behavioral Analysis and Behavior Intervention Planning, we believe we can begin to teach students more appropriate and socially acceptable replacement behaviors.

Classroom Grouping and Instructional Methods

Classroom grouping strategies and instructional methods are designed and implemented with attention to the needs of each individual student. Classroom grouping strategies may include: individual tutoring, small group instruction, whole class instruction, and/or monitoring of student self-scheduled learning. Daily instruction addresses core content areas (reading, language arts, mathematics, social studies, and science), as well as a variety of enrichment areas (computer applications, social skills, art, music, health, recreation/leisure activities, interdisciplinary projects, community service projects, horticulture, and vocational education). Monthly activities

may include field trips within the community providing opportunities for student interaction with non-disabled peers.

Systematic Instructional Strategies

These strategies include: instruction on how to perform specific tasks, demonstrating the skill and having the student model it back, drill activities and practice, prompts and cues, feedback, assignment modifications, and positive reinforcement and interventions.

For students in grades 4-12 who are performing one or more years below grade level, daily instruction will employ SRA Direct Instruction materials for Reading, Language Arts, and Mathematics. Students performing at grade level or above will use materials directly relating to his or her school of residence.

Curriculum

Students' long and short-term objectives are driven by the IEP and are determined in accordance with district and state standards. ABA utilizes a state-approved curriculum that is in compliance with the following areas identified in the Arizona Academic Standards: physical development, social/emotional/intellectual development, personal relationships, mathematics, communication skills, reading and language development, fine arts, physical education, science, health, safety, nutrition and community service. A summary outlining curriculum alignment with the Arizona Academic Standards can be found in appendix A.

Extended School Year

ABA provides a six-week Extended School Year (ESY) for those students who qualify. The determination is based on several factors including, but not limited to, student regression and recoupment rates during school breaks, critical learning stages a student might be experiencing, input from the family and the district, and the teacher's classroom observations and data collection reports.

Students are identified as potential candidates through consultation between the school teaching staff, Campus Administrator and the District Special Education staff. Progress toward meeting IEP goals shall be the determining factor in recommending ESY services.

ESY programs run for six weeks, Monday through Thursday from 9 a.m. through 12 p.m. Attending students focus on the goals and objectives previously identified in the IEP meeting, with special attention given to those areas noted during the data collection and teacher observation periods.

MIPS Documentation

ABA carefully documents all Medicaid-related health care services provided to students in order to allow district to obtain MIPS reimbursement as appropriate. These services include Behavior Management, Personal Care Services, Speech Therapy, Occupational Therapy, Physical Therapy, and Counseling.

Qualifications

ABA is a state-approved Private Special Education School. As noted above, our educational programming complies with all state and federal regulations regarding the provision of special education services. ABA will work closely with the district to coordinate or provide services as requested by the District.

School Staffing

ABA's staffing is adjusted as appropriate to match the needs of our student population. As required by the State, teacher ratios shall not exceed twelve (12) students to one (1) Health Aide and one (1) Certified Special Education Teacher with certification in the specific disability with which he or she works.

In addition to the classroom staff, we employ other personnel to assist with student behavioral support and school operation. These include our Director of Schools, Assistant Administrator of Schools, School Business Coordinator, and consultants who assist in the daily management and operation of the school.

ABA's organizational structure includes the following positions (see Section II for specific personnel resumes):

- Campus Administrators (all campuses)
- Assistant Campus Administrators (Tempe and Chandler)
- Certified Special Education Teachers (all campuses)
- Therapists/Case Managers (Tempe, Chandler, and Agua Fria)
- Personal Care Attendants/Health Aides (all campuses)
- Behavior Coaches (all campuses)

ABA's Office of Central Operations supports our schools in a variety of ways; it is currently located at: 1501 W. Fountainhead Corporate Park, Ste.295, Tempe, AZ 85282. The central operations team provides leadership to ABA operations and oversees key aspects of overall operation including:

- Sharing of best practice
- District outreach and consultation
- Quality improvement data collection and reporting
- Community collaboration and involvement
- Recruitment, hiring, and training of personnel
- Business coordination
- Establishing and overseeing programmatic outcome performance

Section IV: Subcontractors and Subcontractor Oversight

Subcontractors

AICCD

PH: 602-224-0202

Service(s) Provided: Speech and Language Therapy

Ownership & Business Type: Woman-owned and Small Business

Delta T Group

PH: 877-384-1730

Service(s) Provided: 1:1 Aides and Instructional Assistants

Ownership: Woman-owned

Dependable Staffing

PH: 602-264-1444

Service(s) Provided: Office Clerks, 1:1 Aides, and Instructional Assistants

Business Type: Small Business

Remedy Staffing

PH: 866-736-7376

Service(s) Provided: Office Clerks

Ownership & Business Type: No special indicators

Substitute Teachers Unlimited

PH: 866-999-9782

Service(s) Provided: Instructional Assistants and Substitute Teachers

Business Type: Small Business

Teachers On Call

PH: 602-230-2497

Service(s) Provided: Substitute Teachers

Ownership & Business Type: No special indicators

Subcontractor Oversight

Approach and Staffing:

ABA manages and monitors subcontractors to ensure performance in accordance with ADE requirements. Prior to contracting with a subcontractor, ABA conducts a thorough assessment to determine if the delegated entity has the ability to carry out the assigned duties.

Monitoring Plan and Reporting:

ABA maintains a subcontractor Monitoring Plan that clearly defines the type and frequency of reporting and other monitoring to be carried out throughout the contract period. ABA establishes specific criteria and evaluates reports against such criteria to ensure that the subcontracted entity continues to have the ability to handle its responsibilities. ABA reserves the right to terminate the contract or delegated functions if the subcontractor does not meet contract, delegation, or Monitoring Plan requirements. In such a case, ABA would perform the delegated activities previously performed by the subcontractor or otherwise arrange for them to be performed.

Coordination and Regular Contact with Subcontractor:

In addition to this formal oversight, ABA maintains ongoing communications with each of the subcontractors to ensure optimal coordination of services between ABA and our subcontractors.

Section V: References

Alhambra Elementary School District Simpson School 5330 N. 23 rd Avenue Phoenix, AZ 85015 Debra Paris, School Psychologist (602) 246-9136, Ext. 5816	Isaac School District Pueblo del Sol Middle School 3449 N. 39th Avenue Phoenix, AZ 85019 Stephanie Abbott, Assistant Principal (602) 455-6900
Chandler Unified School District 1525 W. Frye Road Chandler, AZ 85224 Diane Bruening (480) 812-7010	Balsz School District 4825 E. Roosevelt Phoenix, AZ 85008 Kimberly Peaslee (602) 629-6451
Mesa Public Schools 950 North Sunvalley Blvd Mesa AZ 85201 Lynne Davison (480) 472-0648	Tempe Elementary School District 3205 S. Rural Road/P.O. Box 27708 Tempe AZ 85285 Gail Hale (480) 730-7363
Phoenix Union High School District 4502 Central Avenue Phoenix, AZ Debra Roman (602) 764-1009	Tempe Union High School District 500 W. Guadalupe Road Tempe, AZ 85283 Charlotte Brown (480) 752-3576
Agua Fria Union High School District 750 E. Riley Drive Avondale, AZ 85323 Michael Duncan (623) 932-7000	Laveen Elementary School District 9401 South 51 st Avenue Laveen, AZ 85339 Diane Cogsdill (602) 237-9100
Tucson Unified School District Mary Meredith School 755 N. Magnolia Tucson, AZ 85711 Sabrina Hallman (520) 232-8200	Gilbert School District 140 South Gilbert Road, Bldg. A Gilbert, AZ 85296 Jennifer Johnson (480) 497-3300, Ext. 218
Litchfield Elementary District 553 E. Plaza Circle Litchfield Park, AZ 85340 Bill Thompson (623) 535-6012	

Appendix A: Summary of Professional Development & Staff Training

ABA provides ongoing Professional Development and Staff Training opportunities throughout the academic school year. Additionally, ABA conducts a five-day comprehensive orientation and training program prior to the beginning of each school year.

Audience	Training	Description	Credit
All Staff	SRA	Training on adopted reading, math, writing, social studies, and science curriculum.	Re-Cert
All Staff	Tool for Teaching / Preferred Activity Time (PAT)	Strategies that integrate the management of discipline, instruction and motivation into one system. (School wide behavior program)	Re-Cert
All Staff	CPI – Crisis Prevention Interventions	Learn appropriate techniques to use in situations requiring physical interventions.	Re-Cert
Teachers Behavior Coaches	FBA/BIP	Instruction on how to implement, collect data, and document findings for a Functional Behavioral Assessment and develop a Behavior Intervention Plan	Re-Cert
Teacher	IEP Writing	Instruction on how to write an IEP and a clear understanding of all components needed for a successful IEP meeting.	Re-Cert
All Staff	Behavior Outcomes	Instruction on how to document daily behaviors of students based on IEP goals and objectives.	Re-Cert
All Staff	Adverse Incident Reporting	Instruction on when, how, and what goes in to an Adverse Incident Report	Certification
All Staff	Conflict Resolution	Guidance for staff on resolving conflicts and problem resolution with students, staff, parents, outside agencies.	Re-Cert
All Staff	FAT City (Frustration, Anxiety, Tension)	Strategies for teaching students with Learning Disabilities using different modifications / accommodations within the classroom to meet students' needs.	Re-Cert
Teachers	Extended School Year Training	Determining and documenting eligibility for ESY Services	Re-Cert

Appendix B: Summary of Curriculum Alignment with Arizona Academic Standards

All programs listed below are aligned with state standards and meets our students unique learning needs. The curriculum below targets students K-8. Curriculum for high school students is directly aligned with his/her home school established curriculum. The home school provides students with their approved curriculum.

Reading & Writing Standards

ABA envisions all students developing the reading and math skills necessary to meet and exceed state standards. We further envision our students not only reading at grade level but also developing a love for reading. This vision will be achieved through effective instruction with existing reading programs and the implementation of the Science Research Associates (SRA) Language for Learners, Corrective Reading, and Reading for Mastery, a scientifically research-based reading (noted by National Reading Panel Research).

The lessons correlate to each of the five areas of instruction identified in the National Reading Panel's research, and build from year to year in K-8 grade levels. Lessons are structured, scripted and aligned to state standards. Students work at their individual levels and advance to the next level when mastery is attained. A direct-teacher instruction model is utilized to engage students. The model is cross-curricular and regular assessments are built in to monitor student progress in decoding, fluency and comprehension.

Recognizing that oral language skills are a necessary prerequisite to learning to read, ABA utilizes the early levels of Reading Mastery Plus to teach the oral language skills necessary to understand what is spoken, written, and read in the classroom.

Corrective Reading and the other SRA McGraw-Hill Programs will be Implemented

SRA provides one of the largest variety of reading program resources and instructional techniques of any remedial reading program. Problem readers suffer from difficulties in one of two areas. Research indicates that these two problems rarely exist to the same degree in the same reader. Therefore, Corrective Reading includes two separate programs, one for decoding and one for comprehension.

Prior experience or background knowledge has a great influence on reading comprehension (Person, 1979; Adams & Betram, 1980). The ability to make an inference and the nature of the inference itself are dependent on the prior knowledge of the readers (Anderson & McGaw, 1973). The structure of Corrective Reading allows teachers to build that background knowledge for them. This will be especially important because of the high number of bilingual, ED, and LD students at ABA.

Math Standards

To help ABA students meet state standards in math we use SRA Corrective Mathematics and Math Explorations and Applications. Corrective Mathematics provides step-by-step instruction. Each module is designed to teach students the strategies needed for learning facts, working computation problems, and solving story problems.

Each step is taught so that students fully understand it, and then practice it until it is mastered. Corrective Mathematics shows students how to use consistent, step-by-step thinking processes so all students, can solve increasingly complex story problems independently and with confidence.

Math Explorations and Applications is a powerful, research-based basal program that not only teaches essential skills, but also fosters a natural fluency in math, allowing smart decisions in all aspects of life. This proven program has evolved through 25 years of research, testing and refinement by its renowned author team.

Social Studies Standards

ABA uses the SRA Social Studies Skills Handbook. Using Social Studies Skills Handbook integrates skills and content into classroom instruction. Students use social studies content as they develop and practice skills from across the curriculum (such as reading, writing, language arts, math and geography). Students learn to master skills and strategies including: map skills, reading and thinking skills, writing and research skills, chart and graph skills, and test-taking strategies.

Science Standards

ABA uses SRA Real Science to help students meet state standards. SRA Real Science uses a mixture of sight, sound, and activity to bring science to life. Students get the essential science knowledge, vocabulary, and hands-on experiences in life, Earth, physical, and health sciences. At the same time, students master the scientific thinking processes necessary to solve problems.

Appendix C: Academic School Year 2005-06 Calendar

ABA

Phoenix/West
Campus

Academic Behavioral Alternatives

2005 - 2006 School Year

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9						15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

☐ = Half Day / Staff Inservice

■ = No School

☐ = Half-Day- school will end at 11:15
lunch will not be served

☐ = Begin/End Quarter

July
July 28-Aug2 Staff Orientation
Aug 3-6 Staff Preparation

Aug. 8
First day of school

Sept. 5
Labor Day
Sept. 23
Half Day / Staff In-service

Oct. 7
End 1st Qtr - Half Day/inservice
Oct. 10-14 Fall Recess
Oct. 17
Begin 2nd Quarter

Nov. 11
Veteran's Day
Nov. 23
Half Day
Nov. 24-25 Thanksgiving

Dec. 22
End 2nd Qtr - Half Day/inservice
Dec. 23
Begin Winter Recess

Jan. 9
Begin 2nd Semester
Jan. 16
MLK Holiday

Feb. 10
Half Day / Staff in-service
Feb. 20
Presidents Holiday

Mar. 10
End 3rd Qtr - Half day
Mar. 13-17 Spring Recess
Mar. 20
Begin 4th Quarter

Apr. 14
Spring Holiday

May
May 24 Last Day for Students
& Teacher In-service
May 25 & 26 Teacher Planning Days

S	M	T	W	T	F	S
1						7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

S	M	T	W	T	F	S
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19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
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30						

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

180 Student Days
189 Teacher Days

ABA

Tempe Campus

Academic Behavioral Alternatives

2005 - 2006 School Year

August-05

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

September-05

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18	19	20	21	22	23	24
25	26	27	28	29	30	

October-05

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23	24	25	26	27	28	29
30	31					

November-05

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December-05

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July
July 28-Aug2 Staff Orientation
Aug 3-5 Staff Preparation

August
Aug. 8 First day of school

September
Sept. 5 Labor Day
Sept. 23 Half Day / Staff In-service

October
Oct. 7 End 1st Qtr - Half Day/Inservice
Oct 10-14 Fall Recess
Oct. 17 Begin 2nd Quarter

November
Nov. 11 Veteran's Day
Nov. 23 Half Day
Nov. 24-25 Thanksgiving

December
Dec. 22 End 2nd Qtr - Half Day/Inservice
Dec. 23 Begin Winter Recess

January
Jan. 9 Begin 2nd Semester
Jan. 16 MLK Holiday

February
Feb. 10 Half Day / Staff In-service
Feb. 20 Presidents Holiday

March
Mar 10 End 3rd Qtr - Half day
Mar 13-17 Spring Recess
Mar 20 Begin 4th Quarter

April
Apr. 14 Spring Holiday

May
May 24 Last Day for Students
& Teacher In-service
May 25 & 26 Teacher Planning Days

January-06

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February-06

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March-06

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April-06

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May-06

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

= Half Day / Staff Inservice

= No School

= Half-Day- school will end at 11:15

= lunch will not be served

= Begin/End Quarter

180 Student Days
189 Teacher Days



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

LATCH School, Inc. (soon to be known as AOCCL)

Company Name

10251 N. 35th Ave.

Street Address

Phoenix,

AZ

85051

City

State

Zip Code

Telephone Number:

602 995 7366

CONNIE F. LAIRD

Name of Person Authorized to Sign Offer

EXECUTIVE DIRECTOR

Title of Authorized Person

Signature of Authorized Person

Date of Offer

Facsimile Number:

602 995-0867

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

see letter attached

Offeror's Federal Employer Identification Number:

95-349 7070

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/24/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-03.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peebles
Douglas C. Peebles, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

CONNIE F. LAIRD, EXECUTIVE DIRECTOR

(Name and Title)

10251 N. 35th Ave.

(Street Address)

Phoenix, AZ
(City & State)

85051
(Zip Code)

602-995-7366

602-995-0867

(Telephone & Facsimile Numbers)

claird@accel.org

(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

ATTACHMENT 6.1
FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	176.11	180	31,700.
EDP: Emotional Disability/Separate Facility of Private School	161.66	180	29,100.
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED	please see attached		
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED	please see attached		
MIMR: Mild Mental Retardation	161.66	180	29,100
MOMR: Moderate Mental Retardation	167.77	180	30,200.
OHI: Other Health Impairment	155.55	180	28,000.
OI: Orthopedic Impairment	155.55	180	28,000.
PMD: Preschool-Moderate Delay	105.50	180	19,000.
PSD: Preschool-Severe Delay	117.77	180	21,200.
PSL: Preschool-Speech/Language Delay	105.50	180	19,000.
SLD: Specific Learning Disability	155.55	180	28,000.
SLI: Speech/Language Impairment	155.55	180	28,000.
SMR: Severe Mental Retardation	155.55	180	28,000.
TBI: Traumatic Brain Injury	155.55	180	28,000.
VI: Visual Impairment	155.55	180	28,000.
Alternative General Education: for At-Risk students			

If payment is made within NA calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by NA%. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

The 2005/2006 tuition rates for all services provided at ACCEL, (Formerly LATCH School, Inc) is as follows:

CATEGORY	ANNUAL RATE	* A.D.M. BASIS PAYMENT IN 10 BILLINGS	DAILY RATE (180 days of attendance)
OI, SMR, OHI TBI, VI SLI, SLD	\$28,000.	\$2,800.	\$155.55
EDP, MIMR, MIMR/ED	\$29,100.	\$2,910.	\$161.66
MDSSI, MOMR	\$30,200.	\$3,020.	\$167.77
AUTISTIC, MOMR/ED, SMR/ED	\$31,700.	\$3,170.	\$176.11

Please note that school hours are 8: 30 a.m. to 2:45 p.m.

Any further information may be obtained from Connie Laird, Executive Director, 602-995-7366.

- Daily rate is prorated only on students entrance month, if late entry. Tuition for the remainder of the year reverts to 10 payment month basis . If early withdrawal takes place, daily rate will be applied.

ESY : The following costs are for the 2005/2006 extended school year :

OI, SMR, OHI, TBI, VI	\$3, 000.00
MIMR, MIMR/ED, EDP	\$3, 100.00
MDSSI, MOMR	\$3, 200.00
AUTISTIC, MOMR/ED, SMR/ED	\$3, 400.00

Specific dates of ESY services have not yet been determined.

**ATTACHMENT 6.1
FEE SCHEDULE PART II**

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Occupational Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Physical Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Audiology	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Counseling/Guidance for Students	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Parent Counseling and Training	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Psychological Services	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Medical	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Transportation	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Other: Therapeutic Horseback Riding	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: Aquatics Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: Adaptive P.E. & Music Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Extended School Year	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	Schedule attached

for various categories.

Circle all grades for which you are approved:

PreK K 1 2 3 4 5 6 7 8 9 10 11 12

ATTACHMENT 6.1

FEE SCHEDULE PART 11

Extended School Year services are available at the following rates :

PSL, PMD, PSD	\$2,500.00
OI,SMR,OHI,TBI,SLD,SLI,VI/OI,VI/SLD,OI/SLD,VI	\$3,000.00
MIMR, MIMR/ED,EDP,VI/ED,VI/MIMR,OI/MIMR	\$3,100.00
MDSSI,MOMR,VI/MOMR,OI/MOMR	\$3,200.00
AUTISTIC, MOMR/ED, SMR/ED	\$3,400.00

Specific dates of ESY services have not yet been determined.

PROGRAM OVERVIEW

LATCH School is a private, non-profit corporation which has been approved by the Arizona Department of Education since 1980 to serve individuals with significant cognitive, behavioral, and physical challenges by providing research-based educational, therapeutic, and vocational programs. LATCH responded to the needs of the community by establishing on-site staff day care in 1987, community and special needs daycare/preschool in 1991, a public school consortium on a district campus in 1992, an east valley site in 1995, and an innovative adult program in 2002. LATCH currently contracts with 36 Arizona school districts to serve some of their students who require specialized services.

Each student is individually assessed in order to identify current levels of academic and functional performance. Each student's multi-disciplinary team reviews assessment data and develops an Individual Education Plan. Services are delivered using peer-reviewed research strategies such as a collaborative team approach, highly structured learning environments, effective behavior management, and individualized data-based instruction employing task analysis of skills. Students develop independence within home, school, vocational, and community environments by participating in functional programming adapted to their needs.

The affairs of LATCH School Incorporated are managed by its Board of Directors. They are directly involved in all business aspects of the agency, but are also involved in program planning, particularly facility planning. Connie Laird, Executive Director and David Carosello, CFO report directly to and advise the Board of Directors. Nancy Molder (Metro Campus Principal), Kathy Sullivan-Orton (East Campus Principal) and Chris Horton (Early Learning Campus Director) manage the day to day affairs of their respective sites and report to the Executive Director. LATCH School departments are managed by the Directors of Training/Program Development, Quality Management, Vocational Services, Support Services, Adult Services, the Clinical Director, the Development Coordinator and the Business Manager. Student services are provided by Certified Teachers, Licensed Therapists and highly trained Paraprofessionals.

LATCH School has three sites, the largest of which is the Metro Campus. Department Administrators, the Business Office and 150 staff members are located at this site. The East Campus has 32 staff members and the Early Learning Campus has 28. Educational, vocational and therapeutic services are provided at all site locations indicated below.

LATCH School, Inc.

Board of Directors

OFFICERS

President

Mr. Mark A. Voigt
Principal, Voyager Investment Properties
1646 East Orchid Lane
Phoenix, AZ 85020
Res: (602) 870-9972
Bus: (480) 675-7232
Fax: (602) 997-8022
Cell: (480) 363-6072
Email: mvoigt@voyagerproperties.com

Vice President

Mr. Matthew A. Gerst
Financial Advisor, Merrill Lynch
7027 East Ludlow Drive
Scottsdale, AZ 85254
Res: (480) 998-5206
Bus: (480) 607-8737
Fax: (480) 443-4295
Email: matthew_gerst@ml.com

Secretary

Mr. Robert L. Fletcher
Owner & CEO, New River Utility Company
7837 West Deer Valley Road
Peoria, AZ 85345
Res: (623) 566-8981
Bus: (623) 561-1848
Fax: (623) 561-5831

Treasurer

Mr. Carl Clarino
Retired, Motorola Executive
5715 North 11th Place
Phoenix, AZ 85014
Res: (602) 265-2008
Email: clr463@aol.com

AT LARGE MEMBERS

Mr. Robert W. Johnson
Certified Public Accountant, Highland Engineering
1636 East Berridge Lane
Phoenix, AZ 85016
Res: (602) 285-1683
Email: bjohnson@highlandengineering.net

Ms. Angela F. Phoenix
Manager, Corporate Communications, Viad Corp
1850 N. Central Avenue
Phoenix, AZ 85004
Bus: (602) 207-4000
Fax: (602) 207-5900
Email: aphoenix@viad.com

Mr. Wayne F. Leone
Managing Director, Native American Technologies, Investments, Ventures &
Enterprises LLC
2710 S. Noche de Paz
Mesa, AZ 85202
Res: (480) 491-1536
Bus: (602) 268-3324
Fax: (480) 491-1431
Email: nativeamtech@qwest.net

EXECUTIVE MEMBERS

Ms. Connie F. Laird
Executive Director
LATCH School, Inc.
10251 N. 35th Avenue
Phoenix, AZ 85051
Bus: (602) 995-7366
Fax: (602) 995-0867
Cell: (602) 620-1958
Email: claird@accel.org

Mr. David Carosello
Chief Financial Officer
LATCH School, Inc.
10251 N. 35th Avenue
Phoenix, AZ 85051
Bus: (602) 433-9801
Fax: (602) 433-5532
Cell: (602) 619-1526
Email: dcarosello@accel.org

OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin # 37
Phoenix, Arizona 85007

SOLITATION NO. ED05-0085**OFFER**

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

**CHILDREN'S CENTER
FOR NEURODEVELOPMENTAL STUDIES**

Company Name

5430 West Glenn Drive

Street Address

Glendale**AZ****85301**

City

State

Zip Code

Telephone Number:

(623) 915-0345**Scot Kristal**

Name of Person Authorized to Sign Offer

Executive Director

Title of Authorized Person

Signature of Authorized Person

5/16/05

Date of Offer

Telephone Number:

(623) 937-5425

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: _____

Offeror's Federal Employer Identification Number: _____

86-0357350

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated)

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(for State of Arizona Use Only)

Your Offer, dated 5/16/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED05-0085-04**

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005
Douglas C. Peebles, MBA, JPPB, CPCM
Procurement Director

**SECTION 2
SPECIAL TERMS AND CONDITIONS**

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin # 37
Phoenix, Arizona 85007

SOLITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

Karen Schultz, Administrative Coordinator

(Name and Title)

560 West Brown Road

(Street Address)

Mesa, AZ

(City & State)

85201

(Zip Code)

(480) 615-0370

(Telephone Number)

(480) 615-0369

(Fax Number)

ks@thechildrenscenteraz.org

(E-Mail Address)

17. The ADE representative to contact for technical matters concerning contract performance: (NOTE: This person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverly Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
Fax: (602) 542-5404
E-mail: bboyd@ade.az.gov

**ATTACHMENT 6.1
FEE SCHEDULE - PART 1**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve

DISABILITY CATEGORY		DAILY RATE	DAYS IN CALENDAR	ANNUAL RATE
A:	Autism	\$156.00	180	\$28,080.00
EDP:	Emotional Disability/Separate Facility of Private School	\$156.00	180	\$28,080.00
HI:	Hearing Impairment			
MD:	Multiple Disabilities <i>(Please circle combinations served)</i> VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, <u>OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED</u>	\$156.00	180	\$28,080.00
MD-SSI:	Multiple Disabilities/Severe Sensory Impairment <i>(Please circle combinations served)</i> SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, <u>OI/SLD, OI/ED, OI/MIMR, MOMR/ED</u>	\$156.00	180	\$28,080.00
MIMR:	Mild Mental Retardation	\$156.00	180	\$28,080.00
MOMR:	Moderate Mental Retardation	\$156.00	180	\$28,080.00
OHI:	Other Health Impaired	\$156.00	180	\$28,080.00
OI:	Orthopedic Impairment	\$156.00	180	\$28,080.00
PMD:	Preschool Moderate Delay	\$135.00	180	\$24,300.00
PSD:	Preschool Severe Delay	\$135.00	180	\$24,300.00
PSL:	Preschool – Speech/Language Delay	\$135.00	180	\$24,300.00
SLD:	Specific Learning Disability	\$156.00	180	\$28,080.00
SLI:	Speech/Language Delay	\$156.00	180	\$28,080.00
SMR:	Severe Mental Retardation	\$156.00	180	\$28,080.00
TBI:	Traumatic Brain Injury	\$156.00	180	\$28,080.00
VI:	Visual Impairment			
Alternative General Education: for At-Risk Students				

If payment is made within _____ calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by ____%. (Refer to Uniform Instructions to Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price (s) offered includes all applicable taxes.

**ATTACHMENT 6.1
FEE SCHEDULE - PART 11**

Please complete entire form as appropriate

Related Services	Available		Included in Daily Rate		Rate/Unit (if not included)
Speech/Language Therapy	<u>Y</u>	N	<u>Y</u>	N	
Occupational Therapy	<u>Y</u>	N	<u>Y</u>	N	
Physical Therapy	Y	<u>N</u>	Y	<u>N</u>	
Audiology	Y	<u>N</u>	Y	<u>N</u>	
Pre-Vocational/Vocational	<u>Y</u>	N	<u>Y</u>	N	
Counseling/Guidance for Students	Y	<u>N</u>	Y	<u>N</u>	
Parent Counseling and Training	<u>Y</u>	N	<u>Y</u>	N	
Psychoeducational Assessments	Y	<u>N</u>	Y	<u>N</u>	
Psychological Services	Y	<u>N</u>	Y	<u>N</u>	
Recreation	Y	<u>N</u>	Y	<u>N</u>	
School Health Services	Y	<u>N</u>	Y	<u>N</u>	
Medical	Y	<u>N</u>	Y	<u>N</u>	
Transportation	Y	<u>N</u>	Y	<u>N</u>	
Other: Music Therapy	<u>Y</u>	N	<u>Y</u>	N	
Other: Therapeutic Recreation	<u>Y</u>	N	<u>Y</u>	N	
Other: Horticulture Therapy	<u>Y</u>	N	<u>Y</u>	N	
Other: Hippo Therapy	<u>Y</u>	N	<u>Y</u>	N	
ESY: (Additional 34 days)	<u>Y</u>	N	<u>Y</u>	N	

Circle all grades for which you are approved:

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

ATTACHMENT 6.2

OFFEROR'S ORGANIZATION SOLICITATION NO. ED-05-0085

- # 10) Provide an overview of your firm that includes organizational structure, number and location of offices and the number of employees at each office location. Also indicate the extent and type of involvement of each office listed. Identify the office location from which a majority of the key personnel will be assigned to any resultant contract.**

The Children's Center for Neurodevelopmental Studies is an ADE approved (since 1983) private, non-profit school and therapy center. We have 2 sites: our main center is in Glendale in the west valley, and our second site is in Mesa in the east valley. Our Glendale site currently has 52 students (ages 3-21); 8 full-time certified teachers, 5 occupational therapists; a speech therapist (serving both the Glendale and Mesa sites) and 2 speech assistants, a recreational therapist, a horticulture therapist; 4 music therapists; 15 classroom assistants and a small administrative staff. The staff to student ratio in the classroom is 1:2:12.

The Mesa site currently has 20 students, (ages 5-21), 3 full-time certified teachers, an occupational therapist, a certified occupational therapy assistant, a recreational therapist, a horticulture therapist, a music therapist, 7 classroom assistants, and a small administrative staff. The staff to student ratio in the classroom is 1:2:12.

Wendy Farr is the Center's Educational Coordinator. Her office is at the Glendale location, (623) 915-0345. Karen Schultz is the Center's Administrative Coordinator. Her office is at the Mesa location, (480) 615-0370. Both staff members are able to discuss placements and issues relating to the contract.

ATTACHMENT 6.2

OFFEROR'S ORGANIZATION SOLICITATION NO. ED-05-0085

12 B) If the Offeror's firm is incorporated, provide a list of the names and addresses of the Board of Directors.

BOARD OF DIRECTORS

R. Neil Taylor III, President
1602 West Lamar
Phoenix, AZ 85015
Neil.taylor@avnet.com

Mike Zilis, Vice President/Treasurer
AVNET: 15025 North 102nd Way
Scottsdale, AZ 85259
Michael.zilis@avnet.com

Lorna Jean King, Secretary
4626 East Desert Cove
Phoenix, AZ 85028
ljking@thechildrenscenteraz.org

Kent Rideout
5422 West Angela Drive
Glendale, AZ 85308
Rideout51@aol.com

Susan Charnetsky
540 East Cercado Lane
Litchfield Park, AZ 85340
cpsusan@qwest.net

Bill Eggleston
Fennemore Craig
3003 North Central Avenue – Suite 2600
Phoenix, AZ 85012-2913
weggles@fclaw.com

Karen Stewart
1028 E. Laguna Drive
Tempe, AZ 85282
Kstewart49@webtv.net

Gaetano Spiriti
1812 East San Miguel Avenue
Phoenix, AZ 85016
Phnixguy@yahoo.com



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ~~ED04-0068~~ 05-0085 *dgr*

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Special Education Services d/b/a
Southwest Education Center
Company Name
1720 North Randall Road
Street Address
Aurora, Illinois 60506
City State Zip Code
Telephone Number: (630)907-2400

Kenneth J. Garwell
Name of Person Authorized to Sign Offer
President
Title of Authorized Person
Ken J. Garwell
Signature of Authorized Person Date of Offer
Facsimile Number: (630)907-0197

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: N/A

Offeror's Federal Employer Identification Number: 36-2781597

Acknowledgement of Amendment(s):	Amendment No.	Date	Amendment No.	Date
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated				

ACCEPTANCE OF OFFER AND CONTRACT AWARD

Your Offer, dated 5/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ~~ED04-0068~~ 05-0085-05

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June 2005

Rochy Scholte
Rochy Scholte, CPPB Douglas Peeples
Procurement Officer Administrator

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

SPECIAL EDUCATION SERVICES

(Company Name)

1720 RANDALL ROAD

(Street Address)

AURORA, ILLINOIS 60506
(City & State) (Zip Code)

16. Contractor representative to contact for contract administration purposes:

LAURA BREESER, PRINCIPAL

(Name and Title)

4433 N. 7TH STREET

(Street Address)

PHOENIX, AZ 85014
(City & State) (Zip Code)

(602) 277-7235 602-27709217
(Telephone & Facsimile Numbers)

Laura.breeser@menta.com beth.conran@menta.com
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

SCOPE OF WORK

Our Proposal

We propose to join with school districts in addressing the educational and social-emotional needs of those children and adolescents most at-risk for academic failure in Arizona. Our goal is to address the needs of these special education students whose IEP teams have determined the need for a therapeutic day placement.. Our services are designed to meet the broad variety of individual needs that challenged students bring to their educational placements and is intended to make success a reality for students.

Our Vision

We envision a society in which all youth can be successful. As an organization, we are especially committed to making success a reality for at-risk and high-risk young people. We strive to provide empirically based innovative solutions to critical problems in education and human services. We endeavor to positively impact at-risk and high-risk young people as well as the professionals who work with them by focusing on program development, professional training, and child advocacy.

Our Pledge

We also believe that at-risk and high-risk children and adolescents are best served when organizations pool their resources and focus their strengths. For this reason, we are pledged to collaborate with people in the communities in which we serve. By joining together, we are better able to broaden the quantity and quality of services provided and increase the probability for both individual and group success.

Qualifications

Southwest Education Center is an Approved Private Special Education School with appropriately certified staff under Arizona State Board of Education for over 10 years.

1. Related Service Staff are certified in Arizona for delivery of services as dictated under IDEA. Related Service staff include: speech and language therapists, Clinical Psychologists, Social Workers, Clinical Psychology Interns and Practicum students.
2. Certified special education teachers in each classroom

Administrative staff: Principal with a General Administrative Certification and over 15 years experience in special education

Our History

Special Education Services was established in 1973. Today we employ over 300 employees with schools in three states. From the organization's earliest days (est. 1973), a strong emphasis has been placed on meeting the educational, social and emotional needs of young people who have severe behavioral and emotional handicaps. The bedrock principle of the organization is that "All children have the right to be in school." This emphasis has led to the development of a no refusal, no suspension, no expulsion policy. Young people are provided the services that they need, when they need them, regardless of their behavior. The employees of Special Education Services believe that the best place for children and adolescents is in stable home and school

environments. Resources are actively used to ensure that this belief is made a reality and that services are available to even the most challenging young people.

Names of principals of firm

Exhibit #1 Resumes

Kenneth Carwell
Elizabeth Conran
Laura Mann
Jack Teitsma

Details of Specialized Programs

1. Educational Programming : Exhibit # 2
2. Clinical Programming : Exhibit # 3
3. Resources and Materials Lists Exhibit # 4
4. Age ranges and services provided:
 - a. Southwest Education Center is a K-12 educational program that was designed to meet the unique needs of special education students. The site is divided into three separate Teams within the building:

Elementary	K-5 th grade
Middle School	6 th - 8 th grade
High School	9 th -12 th grade
 - b. SWEC serves students with the following disabilities and in the following age ranges; Behavior/Emotional Disorder (ages 5-21), Mental Impairment (ages 5-21), Learning Disabilities (ages 5-21), HI (ages 5-21), TBI (ages 5-21), OI (ages 5-12), MD (ages 5-12), and Autism (ages 5-21).
 - c. Related Services include: counseling, social work, vocational counseling, and speech/language therapy.
5. Classroom student to staff ratio will not exceed 12-2. One certified special education teacher and one instructional assistant.
6. School Calendar
 - a. Regular year calendar = 180 days of student attendance; school day starts at 7:30 ends at 2:00.
 - b. ESY = 35 days of attendance; school day starts at 8:00 ends at 12:00; total hours 148 hours.

Affiliations with professional organizations, media contributions, and other relevant accomplishments:

1. Approved Private Special Education School with Arizona State Board of Education for Special Education
2. Approved Private Provider for Teacher Training Illinois State Board of Education

3. North Central Accredited Schools
4. Washington Board of Education approved provider alternative school
5. Approved Therapeutic Day School in Illinois State
6. Member of National Association of Providers of Special Education
7. Members of National School Board Members
8. Members of ASCD

System to maintain accurate records.

In response to a need for more consistent information management in our schools, Special Education Services recently contracted a top .NET application developer to build a robust information management system (MSIS), providing data-driven decision support. Phase I was implemented in 2003, with Phase II slated for development this year. We are uniquely capable of delivering timely, accurate information, and our development cycle is responsive to both government mandates and the requirements of school districts serviced by SES.

SWEC adheres to Federal and State Rules and Regulations in regards to student records.

Summary of experience in providing similar services

Southwest Education Center has been a provider for special education services to school districts in the Phoenix area for over 10 years. SWEC is a DBA of Special Education Services (SES). SES has been providing services for children ages K-12 for over 30 years in various schools in Illinois. Services have included working with children 5-21 with MR, BD, LD, TBI, OHI, MD, and Autism.

Personnel resources of firm, with contact information of person assigned to work with districts.

Southwest Education Center currently has over 20 administrators, clinicians, teachers, and instructional assistants employed. Additionally, SWEC is a division of a larger organization Special Education Services an affiliate of The Menta Group. The larger organization has a team of experts in the field of Alternative Education with over 150 years combined experience which is utilized at SWEC in a training and consultative bases.

Laura Breaser is the Principal for SWEC. She will be the contact person with a working relationship for districts.

Summary of professional development and staff training programs.

Special Education Services Professional Development Trainings are based on the "The National Boards Professional Educators Standards. Our training provides a framework for the improvement of teaching and learning. The organization offers Tuition Reimbursement to qualifying staff for initial &/or advanced degrees. Special Education Services is also a Collaborative Academic Partner with Aurora University. Staff can receive Master Credits for certain trainings. New to the organization is a partnership with Illinois State University designed for teacher candidate training. Northern Illinois University has written Special Education Services into a Federal Grant for the training of Masters Level teachers. (Grant not awarded yet) See Exhibit 5 Teacher Training Modules.

**ATTACHMENT 6.1
FEE SCHEDULE PART 1**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	\$147	180	\$26,460
EDP: Emotional Disability/Separate Facility of Private School	\$115	180	\$20,700
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/Hi, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED	\$147	180	\$26,460
MD-SSI: Multiple Disabilities/ Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation	\$147	180	\$26,460
MOMR: Moderate Mental Retardation	\$147	180	\$26,460
OHI: Other Health Impairment	\$115	150	\$20,700
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$115	180	\$20,700
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation	\$147	180	\$26,460
TBI: Traumatic Brain Injury	\$115	180	\$20,700
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within _____ calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by __%. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1 **FEE SCHEDULE PART II**

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y	<input checked="" type="radio"/> N	\$
Occupational Therapy	Y	<input checked="" type="radio"/> N	Y	N	
Physical Therapy	Y	<input checked="" type="radio"/> N	Y	N	
Audiology	Y	<input checked="" type="radio"/> N	Y	N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	N	<input checked="" type="radio"/> Y	N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	N	<input checked="" type="radio"/> Y	N	
Parent Counseling and Training	Y	<input checked="" type="radio"/> N	Y	N	
Psychoeducational Assessments	Y	<input checked="" type="radio"/> N	Y	N	
Psychological Services	<input checked="" type="radio"/> Y	N	<input checked="" type="radio"/> Y	N	
Recreation	Y	<input checked="" type="radio"/> N	Y	N	
School Health Services	Y	<input checked="" type="radio"/> N	Y	N	
Medical	Y	<input checked="" type="radio"/> N	Y	N	
Transportation	<input checked="" type="radio"/> Y	N	Y	<input checked="" type="radio"/> N	See Attached
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Extended School Year	<input checked="" type="radio"/> Y	N	Y	<input checked="" type="radio"/> N	See Attached

Circle all grades for which you are approved:

PreK ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

ATTACHMENT 6.1
FEE SCHEDULE PART II (Attachment)

TRANSPORTATION

One Way Rates

<u>Miles</u>	<u>Amount</u>
0.0-5.0	\$12.12
5.1-10.0	\$13.50
10.1-13.0	\$18.90
13.1-15.0	\$20.25
15.1-20.0	\$27.00

ESY RATES

\$115.00 Daily Rate

- **Specific Learning Disability**
- **Emotional Disability**
- **Other Health Impairments**
- **Traumatic Brain Injury**

\$147.00 Daily Rate

- **Autism**
- **Mild Mental Retardation**
- **Moderate Mental Retardation**
- **Sever Mental Retardation**
- **Multiple Disabilities**

SOUTHWEST EDUCATION CENTER
2005-2006
SCHOOL CALENDAR

August

15 First Day of School

September

5 School Closed – Labor Day

23 School Closed – Professional Development Day

October

10 School Closed – Columbus Day

12 40th Day

20 1st Quarter ends (46 days)

21 School Closed – Professional Development Day

November

10 School Closed – Professional Development Day

11 School Closed – Veteran's Day

24-25 School Closed – Thanksgiving Break

December

26 School Closed – Winter Break Begins

January

9 School Resumes

12 2nd Quarter Ends (45 days)

13 School Closed – Professional Development Day

16 School Closed – Martin Luther King Jr. Day

27 100th Day

February

17 School Closed – Professional Development Day

20 School Closed – President's Day

March

20-24 School Closed – Spring Break

30 3rd Quarter Ends (46 days)

31 School Closed – Professional Development Day

April

14 School Closed – Professional Development Day

May

29 School Closed – Memorial Day

June

2 Last Day of School - 4th Qtr (43 days)

12 ESY Begins

July

4-5 School Closed – 4th of July

28 ESY Ends

EDUCATIONAL PROGRAMMING

Grades K - 12

Illinois Administrative Code (Section 226.75) defines "educational performance" as:

"A student's academic achievement and ability to establish and maintain social relationships and to experience a sound emotional development in the school environment."

Introduction

Based on this definition our educational programming is intended to compliment the existing continuum of educational services currently available in their districts . These programs do not attempt to replicate or compete with readily available programs but rather partners with school districts to meet the educational needs of those children and adolescents most at risk for educational failure.

The educational program is designed to prepare students to become successful members of society. The program is based on two fundamental assumptions. First, that both cognitive and social-emotional development are critical to success in life. Research in the area of emotional intelligence suggests that social and emotional competencies are more predictive of success in school and in the workplace than a person's intelligence. Young people need to learn to manage their feelings appropriately, interact effectively with others, and motivate themselves, if they are to be productive students and/or employees. Thus the program explicitly focuses on the development of these essential social and emotional competencies, in addition to the development of academic skills.

The second premise is that social-emotional skill development is more effectively learned when it is integrated into the educational environment. By making social-emotional learning a part of the classroom experience, students are taught new skills when they most need them. When they or their peers are tested emotionally (i.e. when facing new academic challenges/tests) or interpersonally (i.e. working in pairs, groups, teams, etc.). In an integrated model, teaching staff members can provide a supportive environment that effectively meets the individual needs of students throughout the entire school day. Through this method, students are introduced to new skills when such skills are most relevant for success. Students have increased opportunity to rehearse new skills and the potential for the generalization of their abilities is enhanced. In addition, an integrated model targets the classroom, as well as individual students, ensuring that the culture of the classroom optimizes student learning.

Special Education Programming

The Special Education Services programs utilize a learning system that is intended to meet the needs of those students failing in existing delivery models. Specifically, programming is intended for:

1. students who do not profit from traditional special education services as evidenced by unsatisfactory academic, social-emotional, and/or career/adult transition progress.
2. students who exhibit significant social-emotional and behavioral difficulties that interfere with their learning processes and leads to limited academic achievement.

In order to meet the needs of this specific student population, Special Education Services has developed a model of Engaged Learning with Accountability (sometimes called experiential learning). This model actively engages students in the educational process and addresses the social-emotional and behavioral issues that are so much a part of these young peoples' lives.

Engaged Learning/Project-Based Learning

Project-Based Learning is a method of delivering education in which teachers and students actively explore the world together. Students play a dynamic role in the educational process while gaining traditional skills and knowledge through experiential and simulated activities. Instruction is a collaborative task in which **everyone teaches and everyone learns**. In other words, Project-Based Learning includes students as active members of the learning community, rather than making them passive receivers of information delivered by teachers. This instructional model transforms classrooms into highly stimulating, energetic learning environments.

It incorporates diverse delivery systems: direct instruction, simulation exercises, technology-enhanced activities and community-based learning.

Student assessment in the Project-Based classroom is performance-centered and involves a demonstration of learning -- usually for a real purpose or a real audience. Various types of assessments are used to determine learner outcomes at various stages of learning. These include: **Rubrics** (rating scale assessments); **Products** (the concrete result of the learner's outcomes); **Portfolios** (compilations of individual and group project results) and **Traditional Tests**.

Students as Explorers

Students in the Project-Based Learning environment are involved in setting goals for their own educational achievements while developing thinking and learning skills in multi-disciplinary content areas. As they progress through a variety of projects, learners gain new ideas and an expanding understanding of the world around them. In essence, students become **junior explorers** or **cognitive apprentices** to the teacher (who acts as guide and mentor). As their own abilities and levels of knowledge are increased, students are encouraged to mentor their peers both formally and informally. Together, teams of students are expected to develop products for simulated and real use.

Teachers as Project Managers

Within the Project-Based Learning Environment, teachers are transformed into **Project Managers**. They serve as mentors to the students -- both individually and in group settings -- guiding them through activities by utilizing various educational delivery systems. They help

students to construct their own meaning by modeling, mediating, explaining, redirecting, and providing options. The teacher acts as a co-learner/co-investigator and takes risks to explore areas outside of their own expertise and experience. In the Project-Based Learning environment, teachers also collaborate with one another as they play a variety of project management roles with various groups of students.

Technology as a Tool

Highly successful Project-Based Learning environments provide as many tools for learning as possible. These may be "low-tech" tools such as clay and balsa wood for constructing scale models or cloth and sewing machines for creating experimental kites. Today it is more important than ever that "high-tech" tools be provided as well. Networked computers with appropriate internet access are just the beginning. LCD projectors and electronic white-boards can greatly enhance the learning process. This is because they move students away from highly individual computer monitors and allow large groups to explore on-line material together. They are also excellent tools for collaboratively perfecting and presenting projects. . Together, teachers and students use technology to one another integrate all areas of the curriculum.. High-tech tools can also be used as a springboard for daily instruction. The use of interactive software by teachers enhances traditional lessons and provides for virtual access to real world experiences. As projects progress, teachers and students work together to increase their knowledge, skill and utilization of high-tech tools – providing invaluable preparation for the working environment that awaits today's students.

Collaboration as the Key to Learning

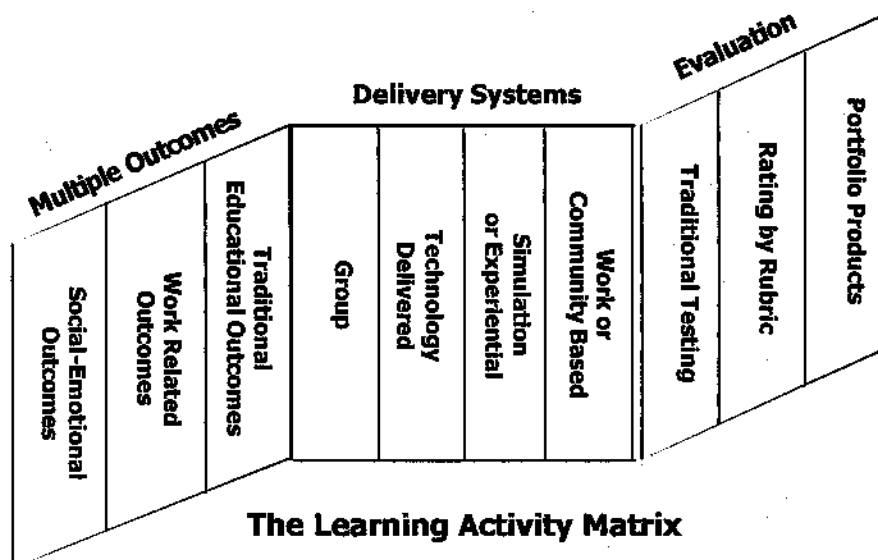
Traditionally, American schools have prepared students to become individual achievers focused primarily upon their own progress and success. Project-Based Learning is an instructional method that provides a counter-balance to this over-emphasis upon the individual. Within the Project-Based Learning environment everyone is drawn into partnership with everyone else at some level. When projects are delegated only to individuals, much of the power of this approach is short-circuited. While it is important and necessary that all students progress as individuals – gaining the skills and knowledge they need to succeed in the world, it is also critical that they become adept at **collaboration**, conflict-resolution and other team-related skills. The Project-Based Learning approach is intentionally cooperative. It demonstrates to students that instructors are not just authority figures but are co-learners whom the students also can teach. It helps each individual experience his/her own strengths and challenges in the context of a supportive atmosphere. Collaborative Project-Based Learning helps students to understand the essence of living life "in community" – appreciating how each of us completes and complements the contributions of others.

The Learning Activity Matrix

Through the use of The Learning Activity Matrix the Special Education Services programs are able to train staff members in the fundamentals of The Engaged Learning with Accountability model. The learning activity matrix is the primary tool used to develop and monitor engaged learning projects. It is a four-dimensional graphically represented model of learning delivery.

On the Y-axis are the specific learning standards or objectives to be mastered. On the X-axis are columns representing various educational delivery systems. These columns can be used to document the specific learning activities that will be employed and the standards or objectives that they address. On the third dimension are columns listing the broad forms of evaluation that can be implemented to demonstrate and document the level of mastery attained through the completion of a given activity.

The fourth dimension is made up of columns representing different standard or objective systems that have their own mastery goals and can be traced back to the same learning activities.



Learning activities developed through the use of the learning activity matrix require students and teachers to work together, with individuals contributing as they are able. In order to be effective, a variety of different environments may be necessary in completing a given project. Some of these environments may resemble traditional special education classrooms, many will not.

Age Appropriate Engaged Learning

SES has further developed the engaged learning model to ensure that age and ability appropriate learning occurs. The two major learning divisions are:

- I. Elementary and middle school programming that emphasizes real world, community based learning.
- II. High school programming that focuses on career path, work-based learning.

Real World Community Based Learning (Elementary and Middle School)

Real world, community based learning addresses students' educational needs by:

1. teaching students to effectively and safely participate in the world around them.

2. helping students develop the knowledge and skills necessary to effectively participate in that world at a level appropriate to their physical and emotional development.
3. aiding students in understanding the complexity and diversity of the world and how they relate to it.

Real world, community-based learning incorporates all of the traditional discipline based educational standards and objectives as well as other systems that need to be addressed to fulfill individual student's individual education programs.

Stated differently, community based projects focus on "the world of the student" and "the student's place in the world." For the youngest students projects are family and immediate neighborhood oriented. Intermediate aged student projects broaden to incorporate larger community issues including resources, location and distance, ecology, and community organization (police, fire, government). Middle School and Junior High School projects focus on understanding the more complex elements of work, government, worldwide differences and integration.

Addressing the Special Characteristics of Special Education Students

Special Education Service's special education programs recognize the unique needs of the students it serves, especially as these needs relate to their handicapping condition.

Student needs include, but are not limited to:

1. Learning and communication styles.
2. Social-emotional, and behavioral issues.

The Special Education Services programs are designed for students who are not satisfactorily responding to traditional classroom management interventions or traditional counseling/therapy interventions. SES programming addresses these needs through a clinical model that targets the specific needs of children exhibiting severe emotional and behavioral difficulties.

LITERACY PROGRAM

The Menta Group utilizes empirically based instructional methods in their literacy program. On April 13th, 2000 the National Reading Panel presented its research findings in a report to the U.S. Senate. *The Report of the National Reading Panel: Teaching Children to Read* has been instrumental in the development of the Menta Literacy Plan. Students receive no less than 2 hours of reading instruction each day. Every student is assessed semi annually on an (Individual Reading Inventory) with regular Curriculum Based Assessments occurring throughout the year. Student's performance is tracked in a portfolio throughout the year which includes, IRI results, CBM charts, sample student work etc.

The Menta Group has modified and adapted Patricia Cunningham's Four Block approach to reading instruction in individual and small group reading instruction to meet the unique needs of our students. Instruction occurs in the four areas of Word Knowledge, Fluency, Comprehension & Writing.

The Literacy Program is designed to increase student's academic achievement. Its focus is to balance a tutored reading approach, literature and skills attained in an Engaged Learning environment. When provided with this balance, all children can learn to read, become fluent in reading, comprehend what they read, and benefit from reading. It is a program that is based on empirical research that identifies the factors that lead to success in reading.

The program focuses on reading for understanding & fluency, reading and understanding literature representative of various societies, eras and ideas, comprehension skills, critical thinking, problem solving, instruction with a balance of extensive reading of both decodable texts and quality literature. From the very beginning, children experience a wide variety of literary forms and genres in a program that emphasizes reading, writing and learning.

GOALS OF THE PROGRAM

1. Integrate reading instruction into ALL content areas with a "Print Rich" classrooms environment.
2. To have all students reading skills increase to the maximum level of their capabilities. The program emphasizes fluency, comprehension, writing, research, and inquiry.
3. Build authentic literacy experiences
4. Learn through themes
5. Build inquiry and research skills
6. Developing students who are truly lifelong learners and readers.

Clinical Services Model

Special Education Services-An Affiliate of The Menta Group

Overview

The Special Education Services clinical services model is **outcome-driven**. That is, services are provided to students based on a clinical assessment of their individual needs. Clinical interventions are carefully designed to build the competencies and skills necessary for success in public school and for productive adulthood. These competencies include emotional, interpersonal, and critical thinking skills, as well as behavioral self-control. Whenever possible, clinical interventions are integrated into the daily educational activities and social interactions of students in our programs. In this way, students are exposed to new skills when such skills are most relevant to success in the classroom. Interventions range from the consistent application of our comprehensive token economy system to classroom-based instruction in specific social-emotional and behavioral skills. These integrated services are supplemented by individual therapy and/or crisis management services when needed for continued student progress.

Our Premises

The SES clinical services model is based upon two fundamental beliefs.

The first is that *both cognitive and social-emotional development are critical to success in life*. Research in the area of emotional intelligence suggests that social and emotional competencies are more predictive of success in school and in the workplace than IQ. Children need to learn to manage their feelings appropriately, interact effectively with others, and motivate themselves if they are to be productive students and/or workers. Thus, SES schools explicitly focus on the development of these essential social and emotional skills, in addition to the development of academic skills.

SES's second premise is that *clinical services are most effective when integrated into the educational environment*. In a more traditional clinical services delivery model, students receive "pull-out" therapeutic services from an individual clinician for a pre-determined and limited number of minutes each week, regardless of acute need. In an integrated model, clinicians team with educators to provide a therapeutic educational environment that effectively meets the individual clinical needs of students throughout the entire school day. In this way, students are introduced to new skills when such skills are most relevant for success. Students have increased opportunity to rehearse emerging skills and the potential for generalization of these skills is enhanced. In addition, an integrated model targets the classroom, as well as individual students, ensuring that the classroom environment optimizes student learning.

Clinical Outcomes

SES has developed a set of general research-based clinical outcomes that form the foundation of the clinical services provided to students. These outcomes have an overall

goal of improving the social and emotional competencies of students. SES's clinical outcomes include the following components:

Behavioral Skills, such as Attendance, Compliance with Classroom Rules

Emotional Skills, such as Awareness of Feelings, Self-Regulation, Self-Evaluation

Social Skills, such as Communication, Empathy, Conflict Resolution

Critical Thinking and Organizational Skills, such as Goal-Setting, Decision-Making

Integrated Clinical Services

SES's engaged learning programs incorporate integrated clinical services. As such, clinicians function as critical members of multidisciplinary engaged learning teams. Clinicians are identified as the team members who are the experts in human behavior and the development of social-emotional competencies. Clinicians work closely with the educational team members in ensuring that the educational environment is consistently therapeutic, integrating social-emotional skill training into engaged learning units, assessing students' acute clinical needs, planning interventions to meet student needs, and evaluating student progress in achieving clinical outcomes. In addition, clinicians provide more traditional clinical services as needed to meet individual student's needs. These services include: individual therapy, group therapy, crisis intervention, and consultation.

Delivery of Related Services

SES school programs utilize an integrated clinical model that emphasizes the development of social-emotional competencies and behavioral self-control. Because of the complexity of our clinical model as well as the severity of the population we serve, SES relies primarily on doctoral-level clinical psychologists and clinical trainees to provide the counseling and clinical services identified on students' IEPs. Clinical psychologists lead multidisciplinary clinical teams at each school site, working collaboratively with school social workers, speech and language pathologists, vocational-rehabilitative counselors, and occupational therapists to provide a full range of services.

Crisis Intervention Behavior Stabilization

Crisis Intervention Behavior Stabilization (CIBS) is a highly individualized clinical intervention that provides increased structure and intensive clinical services when most needed. Students with severe emotional and behavior disorders cannot consistently manage the cognitive and social demands of an academic environment. By definition, these students exhibit challenging behaviors that impede their learning and the learning of others and require positive behavioral interventions and supports. CIBS is one avenue for

providing students with the behavioral interventions and supports that they need in order to make academic progress.

Students are referred to CIBS when they are not engaged in the learning process and cannot be easily redirected or re-engaged. While in CIBS, students work with clinical staff members to stabilize their behavior, develop the skills necessary for success in a learning environment, and transition as quickly as possible back to their assigned learning group. The focus within CIBS is on teaching and reinforcing prosocial alternative behaviors utilizing a variety of nonrestrictive behavioral interventions, consistent with each student's behavior intervention plan. Examples of CIBS interventions include the following:

- Positive reinforcement of appropriate behavior
- Direct instruction in social skills
- Teaching self-management skills
- Conflict mediation

Because students' behavioral and emotional needs are responded to quickly and intensively, CIBS allows the focus of the academic classroom to remain on learning, rather than behavior management. Preliminary outcome data suggest that in programs with a CIBS component, teachers spend more class time in instructional activities and students spend more time on-task.

In addition, CIBS enables clinical staff to intervene with students before challenging behavior escalates to the point that restrictive interventions may be required. For example, preliminary outcome data indicate that the need for physical management significantly decreases with the implementation of CIBS interventions.

Resources that enhance the educational programming:

1. MSIS-Menta Student Information System (See section "f." of 1. Educational Program for description.)
2. Literacy Program designed from the National Reading Panels Research-See Appendix A for Description
 - a. Reading Specialists-Reading Specialist with Masters Degree in Language and Literacy & ISBE Certified as Reading Specialists
 - b. Individual Reading Inventories for every student
 - c. 4 Blocks Reading Program
 - d. Guided Reading Series
 - e. Literacy Corners in classrooms
 - f. Curriculum Committee-Develops and aligns curriculum with representatives from all Special Education Services School headed by a Curriculum Specialist.
3. Kuder Career Planning System-Internet based career planning tool. Combines interest, skills and work values assessments with occupational information sources. The system includes an online searchable database of all individual results which students can continue to access after graduation.
 - a. Vocational classrooms: Wood shop, Print shop, Auto body shop, Multimedia Lab, Computer Lab, Health Lab, Art Room, Multimedia Lab
4. Technology infrastructure which includes two networked computers in every classroom, advanced data collection system, state of the art computer lab including projector & smart board.
 - a. Software programs include-Advanced Learning System K-12 Curriculum, Lexia Phonics, Encarta, World book Encyclopedia, World's Greatest Books, Encyclopedia of Nature, Middle School Math, Assess computerized assessment, Micro Soft Computer Applications, Mavis Beacon Keyboarding, SOS Reading Program for non-readers, Dyn-Ed reading program for ESL students, Teacher Resource software aligned to curriculum textbooks, Adobe Acrobat Reader, Quick time, Macromedia Shockwave, Real One Player, Windows Media, Corel Draw.
5. Course work available through the Illinois Virtual High School Courses-All course delivered by the Illinois Virtual High School are available to students. (See Attachment 2)
6. Community Learning Opportunities-Hospital, Library, Career Fairs, Chess Club, Unicef Drives, Cultural Fair, Science Fair, Spelling Bee, Young Author's, Field trip to Springfield, Veterans Hospital Volunteering, Retirement Volunteering, Poetry Slam, Monthly field trips revolving around thematic learning, etc.
7. Path's- Promoting Alternative Thinking Strategies (PATHS; Greenberg, Kusche, & Milhalic, 1998) is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children. PATHS provides systematic, developmentally-based lessons, materials, and instruction in emotional literacy, self-control, social competence, positive peer relations, and social problem-solving skills. A key objective is to prevent or reduce behavioral and emotional problems.

PATHS lessons include instruction in identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, understanding the difference between feelings and behaviors, delaying gratification, controlling impulses, reducing stress, self-talk, reading and interpreting social cues, understanding the perspectives of others, using steps for problem-solving and decision-making, having a positive attitude toward life, self-awareness, nonverbal communication skills, and verbal communication skills.

PATHS has been field-tested and researched with children in regular education classroom settings, as well as with a variety of special education children (including children with severe behavioral and emotional disorders). Evaluations have demonstrated significant improvements for program children compared to control children in the following areas:

- Improved self-control
- Improved understanding and recognition of emotions
- Increased ability to tolerate frustration
- Use of more effective conflict-resolution strategies
- Improved thinking and planning skills
- Decreased anxiety/depression symptoms (teacher and child report)
- Decreased conduct problems, including aggression (teacher and child report)
- Decreased need for special education services

PATHS has been selected as a "model program" by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Substance Abuse and Mental Health Services Administration (SAMHSA), the Center of Substance Abuse Prevention (CSAP), and the Blueprints Project for the Center for the Study and Prevention of Violence. In addition, with minor adaptations, PATHS functions as the universal component of Fast Track during the elementary school years.

8. The Pillars Community Services is a social emotional curriculum through the Constance Morris House, a Domestic Violence Shelter, and Funded by the United Way. The programs focus is on reinforcing the individual strengths and abilities of young men and women despite destructive influences in their lives. The girls group uses Young Women's Lives, 1998, M.N. Myhand and P. Kivel, Oakland Men's Project. Hazelden, Center City, MN. The boy's group uses Young Men's Work, 1998, A. Creighton and P. Kivel, Oakland Men's Project. Hazelden, Center City, MN.
9. Second Step

** "Students with disabilities are expected to master the general curriculum to the maximum extent appropriate with the use of supplementary aides and services. The Individual Education Program ("IEP") Team determines whether a student with disabilities is expected to meet the promotion criteria or another criteria, which must be documented in the student's IEP. "
(Chicago Board of Education High School Promotion Policy, Section V)



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

4 Success Schools, LLC
Company Name

P.O. Box 5484
Street Address

Glendale, AZ 85312
City State Zip Code

Telephone Number: 623-937-8780

Kelli Lund
Name of Person Authorized to Sign Offer

Program Coordinator
Title of Authorized Person

Kelli Lund 5-25-05
Signature of Authorized Person Date of Offer

Facsimile Number: 623-937-1883

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

Offeror's Federal Employer Identification Number:

41-2091709

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date



Your Offer, dated 5/25/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-06.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peeples
Douglas C. Peeples, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

4 Success Schools, LLC
(Company Name)
P.O. Box 5484
(Street Address)
Glendale, AZ 85312
(City & State) (Zip Code)

16. Contractor representative to contact for contract administration purposes:

Kelli Lund, Program Coord.
(Name and Title)
11611 N. 51st Ave
(Street Address)
Glendale AZ 85304
(City & State) (Zip Code)
623-937-8780/623-937-1883
(Telephone & Facsimile Numbers)
ss4success@aol.com
(E-mail Address)

**ATTACHMENT 6.1
FEE SCHEDULE PART I**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School	\$98.00	180	\$17,640.00
HI: Hearing Impairment	98.00	180	17,640.00
MD: Multiple Disabilities (Please circle combinations served) VI/II, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation	98.00	180	17,640.00
MOMR: Moderate Mental Retardation	98.00	180	17,640.00
OHI: Other Health Impairment	98.00	180	17,640.00
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VI: Visual Impairment			
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ATTACHMENT 6.1 **FEE SCHEDULE PART II**

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$80.00/hr
Occupational Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	80.00/hr
Physical Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	80.00/hr
Audiology	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Parent Counseling and Training	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychological Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Medical	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Transportation	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Other: Art Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: Music Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: Pet Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Extended School Year	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	89.00/Day

Circle all grades for which you are approved:

PreK ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

May 1, 2005

Please accept this document as 4 Success Schools' request for proposal. Our State approved program provides educational services for exceptional children, from kindergarten through high school, who have been identified as ED, LD, MIMR, MOMR, OHI, TBI and Autism. The curriculum is on file and meets the Arizona Academic Standards.

Listed below is the pricing for the 2005-2006 school year which is based on 180 attendance days.

	Daily	Annually
ED-P, LD, MIMR, MOMR, A, TBI, OHI students.....	\$98.00	\$17,640.00
One-on-one aide.....	\$77.00	\$13,860.00
½ day tuition.....	\$89.00	\$16,020.00
OSS.....	\$82.00	
OSS Transportation (as needed).....	\$55.00	
Therapy rates are priced per hour:		
Speech and Language Therapy.....	\$80.00	
Occupational Therapy.....	\$80.00	
Physical Therapy.....	\$80.00	
ESY.....	Daily \$89.00	Per 6 week session \$2,047.00
*Counseling Services	no charge	
*Music Therapy.....	no charge	
*Art Therapy.....	no charge	
*Parent Support Services.....	no charge	

*4 Success Schools offers counseling services, music and art therapies and parent support services as part of our program and at no charge to the district.

Signature _____

_____ Date

PROGRAM DESCRIPTION

4 Success Schools places significant emphasis on the curricular area of personal development: more specifically in the development of self- assessment and goal setting skills as a means to improve feelings about self and ultimately, contributing to a healthy, productive life. This is based on the belief that students cannot achieve academically if they do not feel the educational program is meeting their needs. Once the goals are set and an understanding of self begins to develop in a structured, safe and therapeutic environment, students are more open to the learning process as it applies to their goals and enhances their self-concept. Although the learning of separate skills might be specific to each subject area, they are often integrated and taught as thematic units to meet the needs of the student challenged by social, emotional, cognitive and/or learning deficits. Therefore, 4 Success Schools feels confident that it's successes with children will be a direct result of reaching the whole child, both academically and personally.

SCOPE OF SERVICES

Support and related services as indicated in the Individual Education Plan (IEP). 4 Success Schools maintains providers representing all disciplines and will utilize the appropriate support services as prescribed by the multi-disciplinary committee. Continuous and ongoing evaluation will determine if additional support and/or related services are indicated at any time during the placement and at which point each student can be transitioned back to the school of residence. The following outlines program services and procedures, as well as 4 Success Schools' approach, philosophy and anticipated outcomes for working with special needs students.

Support and Related Services

- Art Therapy
- Music Therapy
- Recreational Therapy
- Pet Therapy
- Social Skills Training
- Counseling
- Speech Therapy
- Occupational Therapy
- Parental Support Services (PaSS)
- Out of School Suspension (OSS)
- Alternative Education Services

Alternative Education Services

4 Success offers Alternative Education Services for students placed into our program through school district policies and guidelines. We offer modification of the school course of study and adoption of teaching methods, materials and techniques to provide educationally for those pupils in grades six through twelve who are unable to profit from the regular school course of study and environment.

Procedures for Reporting Individual Student Performance

Academic testing-pre/post, both norm and criterion reference.

Behavioral testing, documentation to include graphs, charts to indicate students' progress.

Records, including grades commensurate with the students' ability.

Quarterly grade reports.

Quarterly progress reports identifying progress toward IEP goals.

Multi-disciplinary team conferences.

Behavior Management and Discipline Practices

4 Success Schools employs a "gentle teaching" approach with regards to teaching the feeling of safety and security, human engagement and unconditional valuing and companionship as the basis for successful changes in the behavior of students. 4 Success Schools will provide a non-punitive approach, with redirection of behavior of students as the best corrective practice, keeping in mind the goal of self-management of behavior as the best corrective action. Some of the procedures used to promote appropriate, desired behaviors include: frequent praise and approval, modeling, shaping, token reinforcement, self-specification of contingencies, programmed instruction and establishment of clear, consistent, and fair rules. Some of the procedures used to decrease inappropriate behaviors include selecting the least intrusive and stringent methods first on the hierarchy of interventions, carefully matching intervention to infraction. Some of these might include: specific praise, ignoring, redirection to rules, contingent instruction, criterion specific rewards, fines, group contingencies, peer management, self-management, over correction, time-out, exclusion.

School Admission Criteria

Referrals accepted from funding public schools and other appropriate agencies. The multi-disciplinary team explores all intellectual/behavioral/social/physical/emotional factors prior to admission.

The criteria used to determine admission has been established by the State Board of Education, The Arizona Legislature and Federal Department of Education.

Parental Involvement

Parents are informed on a daily basis as to their child's progress. Report cards and student progress reviews, addressing IEP goals are issued quarterly. Parent conferences and counseling is ongoing.

4 Success Schools also offers the PaSS program in which each family is assigned an advocate within the school as a contact person for questions, comments, concerns, assistance or simply support.

Each month we have PaSS Night. This is an evening set aside for students and families in which we have guest speakers, topics of interest and is an excellent way to build valuable support systems and gather/share information.

Out of School Suspension (OSS)

OSS is a program designed to provide interventions for students in the public school system that have been suspended due to behavioral problems or other issues, which requires their placement in a more restrictive environment for a specific period of time. The parameters of the suspension will be determined by the home school district and multi-disciplinary team.

QUALIFICATIONS OF THE FIRM

4 Success School is a day school serving students identified with ED, LD, MIMR, MOMR, AUTISTIC, TBI and OHI. The 4 Success Schools program is based on a gentle teaching approach with redirection of behavior as the best corrective practice. The program offers a structured, safe, therapeutic environment that is individualized to meet each student's needs. We believe that working closely with the school district, family, therapists, psychiatrists and all others directly involved in the student's life is the best approach in initiating change. This has proven to be a highly valuable component unique from other private placement programs. The partnership between school and the psychiatric aspects has helped to ensure that the student is receiving a full range of medical and educational services. The staff is able to consult with the multi-disciplinary team on a regular basis to identify behaviors demonstrated in the school setting.

We have partnered with Touchstone Community, Inc. to provide a variety of family, individual and group counseling opportunities and support.

4 Success Schools is under the direction of Kelli Lund with Virginia Shuss, MA as program consultant. Debra Worman is our Academic Coordinator and Heidi Bohrer is our Family Support Specialist. The ultimate goal is for all students to succeed both academically and behaviorally so that they may return to the public school system. By providing a sound behavior modification program, as well as a variety of therapeutic programming supports for both students and families, team goals become more attainable.

Summary of Experience

The 4 Success Schools team has a vast and extensive knowledge base of special education, alternative education and preschool programs and services with a combined working experience of over 40 years.

Virginia Shuss has been teaching in, starting up and running very similar private day schools for the last nine years in the State of Arizona.

Kelli Lund has been working in and administrating a very similar private day school for six years in the State of Arizona and was actively involved in special education for preschoolers, including start up of an early intervention program and an inclusion program, in the State of Washington for over eight years.

Debra Worman has been teaching Special Education students in a private day school for over five years and also has been actively involved in educational and social services for special needs and "at risk" families since 1981. She is extremely experienced in accommodations, modifications and classroom management.

Heidi Bohrer has been working in a very similar private day school for over five years as a social services coordinator for special needs and "at risk" youth and families. She was instrumental in the start up of a very successful summer program and parent support network. She also has over six years of experience working in a group home setting with DDD adults and youth.

STAFF QUALIFICATIONS

There are currently four Arizona certified teachers at the 4 Success School. They are certified in the area of special education that they are teaching, as is required for state approval. Each class has, in addition to the teacher, one to two behavior technicians. This provides the school with a ratio of approximately four students for each staff.

YEARS IN OPERATION

The 2003-2004 school year was the first year of operation for 4 Success Schools. However, each team member brings an extensive knowledge base of past special education experience along with program philosophy continuity.

EXTENDED SCHOOL YEAR

4 Success Schools provides a six week extended school year program for students who qualify. This determination is based on several factors, which include, but not limited to, student regression and recoupment rates over breaks from school, critical learning stages a student might be experiencing, input from the family and school district and teacher observation and reports. Student progress is tracked over the course of the school year and individual school districts, along with the IEP team, are consulted to provide input in determining eligibility. 4 Success Schools utilizes each district's individual format to ensure cohesion in programming and intent.

The ESY program runs for six weeks, Monday through Thursday, from 9:00 to 12:00. Students', who attend, focus on goals and objectives outlined during the IEP meetings and the data collection process over the course of the regular school year.

Proposed dates for ESY 2006 are June 12th through July 20th.

Personnel Resources of the Firm

4 SUCCESS SCHOOLS, LLC

Kelli Lund – Program Coordinator

P.O. Box 5484

Glendale, AZ 85312-5484

Phone: (623) 937-8780

Fax: (623) 937-1883

Virginia Shuss, MA – Program Consultant

P.O. Box 5484

Glendale, AZ 85312/5484

Phone: (623) 937-8780

Fax: (623) 937-1883

Heidi Bohrer – HR & Family Support Specialist

P.O. Box 5484

Glendale, AZ 85312-5484

Phone: (623) 937-8780

Fax: (623) 937-1883

Debra Worman – Academic Coordinator

P.O. Box 5484

Glendale, AZ 85312-5484

Phone: (623) 937-8780

Fax: (623) 937-1883

REFERENCES

- | | |
|---|----------------------------|
| Alhambra School District
Cindy Blodgett
602-336-2946
4510 N. 37th Ave.
Phoenix, AZ 85019 | Student Population: 14,113 |
| Avondale School District
Pat Perryman
623-772-5000
235 W. Western Ave.
Avondale, AZ 85323 | Student Population: 4,500 |
| Glendale Elementary School District
Will Mobley
623-842-8100
7301 N. 58 th Ave.
Glendale, AZ 85301 | Student Population: 11,929 |
| Pendergast School District
Fran Morrison
623-772-2440
3802 N. 91st Ave.
Phoenix, AZ 85037 | Student Population: 9259 |
| Peoria School District
Lin De Right
623-486-6057
P.O. Box 39
Peoria, AZ 85380 | Student Population: 35,014 |



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Howard S. Gray Education Program at
Banner Behavioral Health Hospital -Scottsdale

Company Name

7575 E. Earll Drive

Street Address

Scottsdale, Arizona 85251
City State Zip Code

Telephone Number: 480-941-7558

Patricia Little-Upah

Name of Person Authorized to Sign Offer

Chief Executive Officer

Title of Authorized Person

Patricia Little-Upah May 16, 2005
Signature of Authorized Person Date of Offer

Facsimile Number: 480-941-7614

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: See attached

Offeror's Federal Employer Identification Number: 27-0036480

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amend-
ment(s) to the Solicitation for Offers and
related documents numbered and dated

Amendment No. Date

4/25/2005

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

Your Offer, dated 5/16/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-07.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peebles, MBA, CPPB, CPCP
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

Howard Gray Education Program at Banner Health Hospital -Scottsdale

(Company Name)

7575 E. Earll Drive

(Street Address)

Scottsdale, AZ 85251

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

Shari Carlsted Director of Education

(Name and Title)

7575 E. Earll Drive

(Street Address)

Scottsdale, AZ 85251

(City & State)

(Zip Code)

PH:480-941-7558 FAX:480-941-7614

(Telephone & Facsimile Numbers)

shari.carlsted@bannerhealth.com

(E-mail Address)

ATTACHMENT 61 FEE SCHEDULE PART II

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	\$ 115.00	181	*
EDP: Emotional Disability/Separate Facility of Private School	\$ 115.00	181	*
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment	\$ 115.00	181	*
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$115.00	181	*
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury	\$ 115.00	181	*
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within _____ calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by _____%. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

* Gray Education Program bills for all days in attendance and up to 5 consecutive days of absence. Thereafter, charges will not resume until the student resumes attending. Annual tuition for a student who attends every day would be \$20,930.00

ATTACHMENT 61 FEE SCHEDULE PART II

Please complete entire form as appropriate.

Unit = 15 minutes

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy (full Eval.= \$300.00)	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$ 25.00/unit
Occupational Therapy (full Evaluation =\$220.00)	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$ 65.00/ hr.
Physical Therapy	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Audiology	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Pre-vocation/Vocational	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$ 25.00/ unit
Parent Counseling and Training	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychological Services	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	100.00/hr.
Recreation	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Medical	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Transportation (available only to contracted Dist.)	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$40.00/day
Other:	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Other: Psychiatric Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$145.00/hr.
Other: Social work Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$75.00/hr.
Extended School Year	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	\$ 70.00/day

Circle all grades for which you are approved:

PreK K 1 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

***2005-2006 Fee Schedules for
Howard S. Gray Education Program***

Basic fee for Education	\$ 115.00 per day
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Related Services

Fee

Speech/Language Therapy-
Full Evaluation

\$300.00 / evaluation

Direct Speech/Language therapy service

\$ 25.00 / unit (unit= 15 Min.)

Occupation Therapy Services

\$ 65.00 / hour
\$ 220.00 / Evaluation

Personal Counseling

\$25.00 / unit (unit= 15 min.)

Psychological Services

\$100.00 / hour

Psychiatric Services

\$145.00 / hour

Social Work Services

\$ 75.00 / hour

Extended School Year

\$70.00 / day

Transportation

\$40.00 / day



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

PREHAB of Arizona, Inc.

Company Name

P.O. Box 5860

Street Address

Mesa, AZ 85211-5860

City

State

Zip Code

Telephone Number:

480.969.4024

Todd Skinner

Name of Person Authorized to Sign Offer

Board President

Title of Authorized Person

May 25, 2005

Signature of Authorized Person

Date of Offer

Facsimile Number:

480.969.0039

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

Offeror's Federal Employer Identification Number:

86-0256667

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amend-
ment(s) to the Solicitation for Offers and
related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/25/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085- 08.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peebles, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

PREHAB of Arizona, Inc.
(Company Name)

P.O. Box 5860
(Street Address)

Mesa, AZ 85211-5860
(City & State) (Zip Code)

16. Contractor representative to contact for contract administration purposes:

Catherine Ryan-Stover, Senior Vice President of Strategic Development
(Name and Title)

P.O. Box 5860
(Street Address)

Mesa, AZ 85211-5860
(City & State) (Zip Code)

480.969.4024, ext. 208/480.969.0039
(Telephone & Facsimile Numbers)

cryan-stover@prehab.org
(E-mail Address)

ATTACHMENT 6.1
FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School	K-8 95.5 9-12 97.28	179	17,094.50 17,413.12
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment			
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	K-8 34.00 9-12 34.00	179	6,086
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within 30 calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by 0 %. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1
FEE SCHEDULE PART II

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Occupational Therapy	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Physical Therapy	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Audiology	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Pre-vocation/Vocational	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Parent Counseling and Training	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychological Services	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Medical	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Transportation	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Other:	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Other:	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Other:	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Extended School Year	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	

Circle all grades for which you are approved:

PreK K 1 2 3 4 5 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

OVERVIEW OF FIRM

PREHAB of Arizona, Inc. is a not-for-profit, 501-c-3 organization governed by a Board of Directors comprised of concerned citizens. There are currently 30 members on the Board. The Board is responsible setting policy and ensuring the fiscal stability of the organization as well as hiring and evaluating the Executive Director. The Executive Director reports directly the Board. The Executive Director oversees the Management Team, which includes the Director of Operations, Director of Human Resources, Director of Development, Director of Quality Management, Director of Adult Services, Director of Youth Services, Directors of East and West Valley Community Services, Director of Collaborative Care and Director of Information Technology. The members of the Management Team oversee various department functions including our direct service programs (Adult Services, Youth Services and Community Services). The Director of Adult Services supervises the School Principal and is responsible for the services provided at this program.

PREHAB has 23 locations, which includes both administrative offices and program service sites. The majority (15) are located in Mesa while eight are located in Phoenix (1), Glendale (6) and Surprise (1). PREHAB employs nearly 400 people. We do not have a breakdown of how many staff are employed at each site. If requested this information will be made available.

The office location from which a majority of the key personnel will be assigned to any resultant contract will be:

William K. Eaton School
3420 E. University Dr.
Mesa, AZ 85213

Future address of the William K. Eaton School*:

960 N. Stapley Dr.
Mesa, AZ 85203

The new location will begin providing education services beginning in the Fall of 2005 pending completion of the site and approval by the Arizona Department of Education/Exceptional Student Services. If the site is not ready by the Fall Semester of 2005 then educational services will be provided beginning in the Spring Semester of 2006.

**PREHAB of Arizona, Inc.
Board of Directors**

Amy Ahlstrom 2613 N. Ridge Mesa, AZ 85203 Term Exp. 6/30/2005	Tom Bade National Bank of Arizona 9003 W. Patrick Lane Peoria, AZ 85382 Term Exp. 6/30/2005	Hector Benitez, Mesa Public Schools 125 E. McLellan Mesa, AZ 85201-2311 Term Exp. 6/30/2006	Frank Bennett Bennett Realty 101 E. 1st Ave., Mesa, AZ 85210 Term Exp. 6/30/2006	Kathy Bollinger Banner Heart Hospital 6644 E. Baywood Ave. Mesa AZ 85206 Term Exp. 6/30/2006	Janet Deland 7130 E. Saddleback #17 Mesa, AZ 85207 Term Exp. 6/30/2006
Debra Duvall Mesa Public Schools 7130 E. Saddleback #49 Mesa, AZ 85207 Term Exp. 6/30/2005	Bill Eaton Best Western Mesa Inn 1625 E. Main Mesa, AZ 85203 Term Exp. 6/30/2006	Mary Ann Elliot 53 Colonia Mira Monte Paradise Valley, AZ 85253 Term Exp. 6/30/2006	Kim Golis Bennett Realty 101 E. 1st Ave., #105 Mesa, AZ 85210 Term Exp. 6/30/2007	Michael Hough Hough Law Offices 1234 S. Power Rd, #150 Mesa, AZ 85206 Term Exp. 6/30/2007	Virginia Jontes 5112 N. 34 th Pl. Phoenix, AZ 85018 Term Exp. 2007
Dennis Kavanaugh Day, Kavanaugh & Blommel 1201 S. Alma School Rd., Suite 900 Mesa, AZ 85210 Term Exp. 6/30/2007	Milt Laflen Treasurer 5945 E. Valda Mesa, AZ 85215 Term Exp. 6/30/2007 Retired from Motorola	Sean Lake Pew & Lake, P.L.C. Real Estate and Land Use Attorneys 10 West Main St. Mesa, AZ 85201	David Luna Mesa Public Schools 6258 E. Grandview St. Mesa, AZ 85207 Term Exp. 6/30/2005	Anne McCawley Bennett Realty 101 E. 1st Ave., #105 Mesa, AZ 85210 Term Exp. 6/30/2007	Gary Mirich Energy Strategies 4556 E. Desert Trumpet Rd. Phoenix, AZ 85044 Term Exp. 6/30/2007
Janis Merrill, Attorney Kyrene Schools 6275 N. 31 st Place Phoenix, AZ 85016 Term Exp. 6/30/2005	Vern Nicholas, Attorney Killian, Nicholas, Fischer P.O. Box 5901 Mesa, AZ 85211 Term Exp. 6/30/2005	Fred Phail 358 W. Ciration Tempe, AZ 85284 Retired from Intel Term Exp. 6/3/2006	Adeline Rhodes 1551 E. Hope Street Mesa, AZ 85203 Term Exp. 6/30/2006	Colleen Thomas The Learning Center 777 W. Southern Ave., Suite 511 Mesa, AZ 85210 Term Exp. 6/30/2007	Matt Salmon Upstream Consulting 1850 N. Central Ave., Suite 2401 Phoenix, AZ 85004 Term Exp. 6/30/2006
Todd Skinner President Skinner Tameron & Company LLP 2129 East Warner Suite 101 Tempe, AZ 85282 Term Exp. 6/30/2006	Lori Voepel, Attorney Secretary Kimerer & Derrick 221 E. Indianola Avenue Phoenix, AZ 85003 Term Exp. 6/30/2007	Mary Jo Whalen 1829 E. Lynwood Mesa, AZ 85203 Term Exp. 6/30/2006	Mike Whalen 1226 Downing Mesa, AZ 85203 Retired Asst. Chief of Police - MPD. Term Exp. 6/30/2007	Larry Winward Mach 10 Media 1630 S. Stapley Dr. Suite 100 Mesa, AZ 85204 Term Exp. 6/30/2005	David Woolstrum Vice President United Parcel Service 3108 W. Thomas Blvd., #1205 Phoenix, AZ 85017 Term Exp. 6/30/2007



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Arizona's Children Association

Company Name

2700 S. 8th Avenue

Street Address

Tucson, AZ

85713

City

State

Zip Code

Telephone Number: 520.622.7611

Fred Chaffee

Name of Person Authorized to Sign Offer

CEO

Title of Authorized Person

Charlene Jones for Fred Chaffee

Signature of Authorized Person

Date of Offer

Facsimile Number: 520.624.4885

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

See Attached Letter

Offeror's Federal Employer Identification Number:

860096772

Acknowledgement of Amendment(s):

(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-09.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peeples, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bln #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

Arizona's Children Association
(Company Name)

2700 S. 8th Avenue
(Street Address)

Tucson, AZ 85713
(City & State) (Zip Code)

16. Contractor representative to contact for contract administration purposes:

Shelly Kilmer, Director of Education
(Name and Title)

2700 S. 8th Avenue
(Street Address)

Tucson, AZ 85713
(City & State) (Zip Code)

502.622.7611 (O), 520.624.4885 (F)
(Telephone & Facsimile Numbers)

skilmer@arizonaschildren.org
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

ATTACHMENT 6.1 FEE SCHEDULE PART II

Please complete entire form as appropriate.

Related Services	Available	Included in Daily Rate	Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	75.00 per hour
Occupational Therapy	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Physical Therapy	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Audiology	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	
Parent Counseling and Training	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Psychoeducational Assessments	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	400.00
Psychological Services	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	
Medical	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Transportation	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	
Other:	Y <input type="radio"/> N	Y <input type="radio"/> N	
Other: After school program (with transportation)	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	76.00 block purchase
Other: After school program(W/O transportation)	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	57.00 block purchase
Extended School Year	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	98.00 block purchase

*THE ARIZONA'S CHILDREN ASSOCIATION WILL BILL THE DISTRICT IN FULL FOR ALL DAYS THAT PLACED STUDENTS ARE ABSENT FROM THE EDUCATION PROGRAM.

Circle all grades for which you are approved:

PreK K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

ATTACHMENT 6.1 FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	112.00 block purchase	180	20,160
EDP: Emotional Disability/Separate Facility of Private School	98.00 block purchase	180	17,640
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation	98.00 block purchase	180	17,640
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment	98.00 block purchase	180	17,640
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	98.00 block purchase	180	17,640
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students	98.00 block purchase	180	17,640

*THE ARIZONA'S CHILDREN ASSOCIATION WILL BILL THE DISTRICT IN FULL FOR ALL DAYS THAT PLACED STUDENTS ARE ABSENT FROM THE EDUCATION PROGRAM.

If payment is made within N/A calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by -0-%. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

GATEWAY ACADEMY
Company Name

11251 E. COCHISE DR.
Street Address

SCOTTSDALE AZ 85259
City State Zip Code

Telephone Number: 480-209-7975

O. ROBIN SWEET
Name of Person Authorized to Sign Offer

EXECUTIVE DIRECTOR
Title of Authorized Person

[Signature]
Signature of Authorized Person Date of Offer

Facsimile Number: 480-214-3939

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: _____

Offeror's Federal Employer Identification Number: _____

20-2689988

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-10.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

[Signature]
Douglas C. Peeples, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bldg #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

D. ROBIN SWEET / EXECUTIVE DIRECTOR
(Name and Title)

11251 E. COUNSE DR.
(Street Address)

SCOTTSDALE, AZ 85259
(City & State) (Zip Code)

480-209-7975 480-214-3939
(Telephone & Facsimile Numbers)

GATEWAYACADEMY@COX.NET
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

**ATTACHMENT 6.1
FEE SCHEDULE PART I**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	\$ 120	180	\$ 21,600
EDP: Emotional Disability/Separate Facility of Private School			
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/Hi, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment	\$ 120	180	\$ 21,600
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$ 120	180	\$ 21,600
SLI: Speech/Language Impairment	\$ 120	180	\$ 21,600
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within N/A calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by 0 %. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1
FEE SCHEDULE PART II

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Occupational Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Physical Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Audiology	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Pre-vocation/Vocational	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Parent Counseling and Training	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Psychological Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Medical	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Transportation	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Other: MUSIC THERAPY	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: ART THERAPY	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: COGNITIVE BEHAVIOR THERAPY	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Extended School Year	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	

Circle all grades for which you are approved:

PreK ☒ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

ATTACHMENT 6.1 **FEE SCHEDULE PART II**

Gateway Academy

Please complete entire form as appropriate.

Related Services	Available	Included in Daily Rate	Rate/unit (if not included)
Speech/Language Therapy	(Y) N	Y (N)	\$61/HR
Occupational Therapy	(Y) N	Y (N)	\$128/HR
Physical Therapy	(Y) N	Y (N)	\$50-55/HR
Audiology	Y (N)	Y (N)	
Pre-vocation/Vocational	Y (N)	Y (N)	
Counseling/Guidance for Students	(Y) N	(Y) N	
Parent Counseling and Training	(Y) N	(Y) N	
Psychoeducational Assessments	(Y) N	Y (N)	\$760
Psychological Services	(Y) N	Y (N)	\$120/HR
Recreation	(Y) N	(Y) N	
School Health Services	(Y) N	(Y) N	
Medical	Y (N)	Y (N)	
Transportation	Y (N)	Y (N)	
Other: MUSIC THERAPY	(Y) N	(Y) N	
Other: ART THERAPY	(Y) N	(Y) N	
Other: COGNITIVE BEHAVIOR THERAPY	(Y) N	(Y) N	
Extended School Year	Y (N)	Y (N)	

Circle all grades for which you are approved:

PreK (K) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)



Number & Location of Office Number of Employees

Attachment 6.2

#10

- 1435 N. Hayden Road,
Scottsdale, Arizona 85257
- 1 location
- 6 Employees
- This site is the location from
which all working
relationships occur between
the Offeror's Firm and the
parent firm.



Gateway Academy

Attachment 6.2

#10

- A non-profit private special education program for K-12 grades.
- Students have primary diagnosis of a neurodevelopmental disorder by a respected clinician.
- Average to above average Verbal IQ, as measured by a standardized assessment instrument (ie: WISC-III or WAIS-R).
- Students present no significant, current behavior problems that cannot be controlled with verbal intervention.
- Provides a quality program for students whose academic success is compromised by a neurodevelopmental disability.
- Provides a safe learning environment.
- Targets both individual needs and academic excellence.
- Focuses on social, emotional, and visual-spatial deficits.
- Offers individual attention to insure success.
- Promotes social and personal well-being.
- Unique interactive and individualized academic curriculum.
- Academics and social enrichment combined.
- Social component fosters tolerance.
- Multi-aged groupings based on ability.
- Class size: 5 to 1 student/teacher ratio.
- Later start time, due to the nature of our students.
- Summer and After-school programs.
- Offer on-going Faculty Development.



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

The Foundation for Blind Children
Company Name

1235 E. Harmont Drive
Street Address

Phoenix AZ 85020
City State Zip Code

Telephone Number: 602-331-1470

Michael Hanks
Name of Person Authorized to Sign Offer

Director of Finance and Administration
Title of Authorized Person

Michael Hanks
Signature of Authorized Person Date of Offer

Facsimile Number: 602-678-5803

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: _____

Offeror's Federal Employer Identification Number: 86-0129981

Acknowledgement of Amendment(s):
*(Offeror acknowledges receipt of amend-
ment(s) to the Solicitation for Offers and
related documents numbered and dated*

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

Your Offer, dated 5/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-11.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peebles
Douglas C. Peebles, MBA, CPPB, CPCP
Procurement Director

SECTION 2

SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

Same as bid
(Company Name)

(Street Address)

(City & State) (Zip Code)

- 16. Contractor representative to contact for contract administration purposes:**

Michael Hanks, Director of Finance and Administration
(Name and Title)

1235 E. Harmont Drive
(Street Address)

Phoenix AZ 85020
(City & State) (Zip Code)

602-331-1470
(Telephone & Facsimile Numbers)

mhanks@the-fbc.org
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
 1535 West Jefferson Street
 Phoenix, Arizona 85007
 Phone: (602) 364-1978
 FAX: (602) 542-5404
 E-mail: bboyd@ade.az.gov

Fees for Service: 2005-2006 School Year

The following is a list of services available from FBC and the fees, where applicable, associated with these services. These fees will remain in effect through June 30, 2006.

TEXTBOOK SERVICE	\$1,100/YEAR
PRESCHOOL TUITION (Annual):	
VISUALLY IMPAIRED*	\$7,900/YEAR
MULTIPLE DISABILITIES SEVERE SENSORY IMPAIRED**	\$11,500/YEAR
K-2 MDSSI CLASSROOM TUITION (Annual)	\$22,500/YEAR
VISION RESOURCE TEACHING (including evaluations)	\$77.00/HOUR
ORIENTATION & MOBILITY INSTRUCTION (including evaluations)	\$77.00/HOUR
EDUCATIONAL EVALUATIONS	\$77.00/HOUR
ASSISTIVE TECHNOLOGY TRAINING	\$54.00/HOUR
ASSISTIVE TECHNOLOGY EVALUATIONS	\$85.00/HOUR
EXTENDED SCHOOL YEAR SERVICES - PRESCHOOL	\$160.00/WEEK
EXTENDED SCHOOL YEAR SERVICES - ELEMENTARY & SECONDARY	\$210.00/WEEK
INDEPENDENT LIVING SKILLS TRAINING - as available	NO CHARGE
COUNSELING SERVICES - as available	NO CHARGE

*The preschool tuition of \$7,900 for the visually impaired child does not include the cost for any therapies, i.e., speech, physical or occupational. These therapies are sometimes recommended and any therapies approved in the child's IEP will be billed separately, over and above the tuition rate, at an hourly rate of \$62.00/hour.

**The preschool tuition of \$11,500 for the MDSSI child includes individualized speech, physical and occupational therapies, not to exceed six (6) hours of individualized therapy per month. If additional therapy is authorized by the district and is available from FBC, the district will be billed at \$62.00/hour.

FBC is designed as a vision resource center to assist school districts and students in the provision of specialized services and materials for blind and visually impaired children. If we can be of any assistance or answer any questions, please contact Elaine Baldrige or Michael Hanks at 602-331-1470.

Sincerely

FOUNDATION FOR BLIND CHILDREN



Michael Hanks
Director of Finance & Administration

ATTACHMENT 6.1 FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve: See the attached fee schedule

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School			
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/Hi, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) ✓ SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED	\$ 156.25 - k-2 \$ 79.86 p/s. 144		22,500 k-2 11,500 presch.
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation ✓		144	
OHI: Other Health Impairment			
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay ✓		144	
PSD: Preschool-Severe Delay ✓		144	
PSL: Preschool-Speech/Language Delay ✓		144	
SLD: Specific Learning Disability ✓		144	
SLI Speech/Language Impairment			
SMR: Severe Mental Retardation ✓		144	
TBI: Traumatic Brain Injury			
VI: Visual Impairment ✓	\$ 54.86	144	\$ 7,900.00 p/s.
Alternative General Education: for At-Risk students			

* FBC does not typically invoice on a daily rate basis. We invoice by the month.

If payment is made within n/a calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by n/a%. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1 FEE SCHEDULE PART II

Please complete entire form as appropriate.

SEE THE ATTACHED FEE SCHEDULE

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$62.00
Occupational Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$62.00
Physical Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$62.00
Audiology	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input checked="" type="radio"/> N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input checked="" type="radio"/> N	No fee
Parent Counseling and Training	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input checked="" type="radio"/> N	No fee
Psychoeducational Assessments	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Psychological Services	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input checked="" type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input checked="" type="radio"/> N	
Medical	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Transportation	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Other: Independent Living Skills as available	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input checked="" type="radio"/> N	
Other:	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Other:	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Extended School Year	Weekly rate Weekly rate		<input checked="" type="radio"/> Y	<input checked="" type="radio"/> N	\$150.00 for preschool \$200.00 E & S

Circle all grades for which you are approved:

☒ PreK
 ☒ K
 ☒ 1
 ☒ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12

The preschool tuition rate for visually impaired children does not include the cost for any therapies. The Preschool tuition rate for MDSSI includes the cost of up to six hours of recommended therapies per month. The K-2 tuition rate for MDSSI includes the cost of all authorized therapies. (See also the attached fee schedule.)

May 12, 2005

The Foundation for Blind Children has three locations where children are served. The programs are all established under the Director of Program Services at our main location.

Main Office:

Elaine Baldrige, Director of Program Services
1235 E. Harmont Drive
Phoenix, AZ 85020
602-331-1470

Staff includes 7 Teachers and 15 Teaching Assistants plus contract therapists and administrative staff

West Valley Facility.

Shamon Spettel, Teacher
8990 West Orangewood
Glendale, AZ 85305
623-412-5443

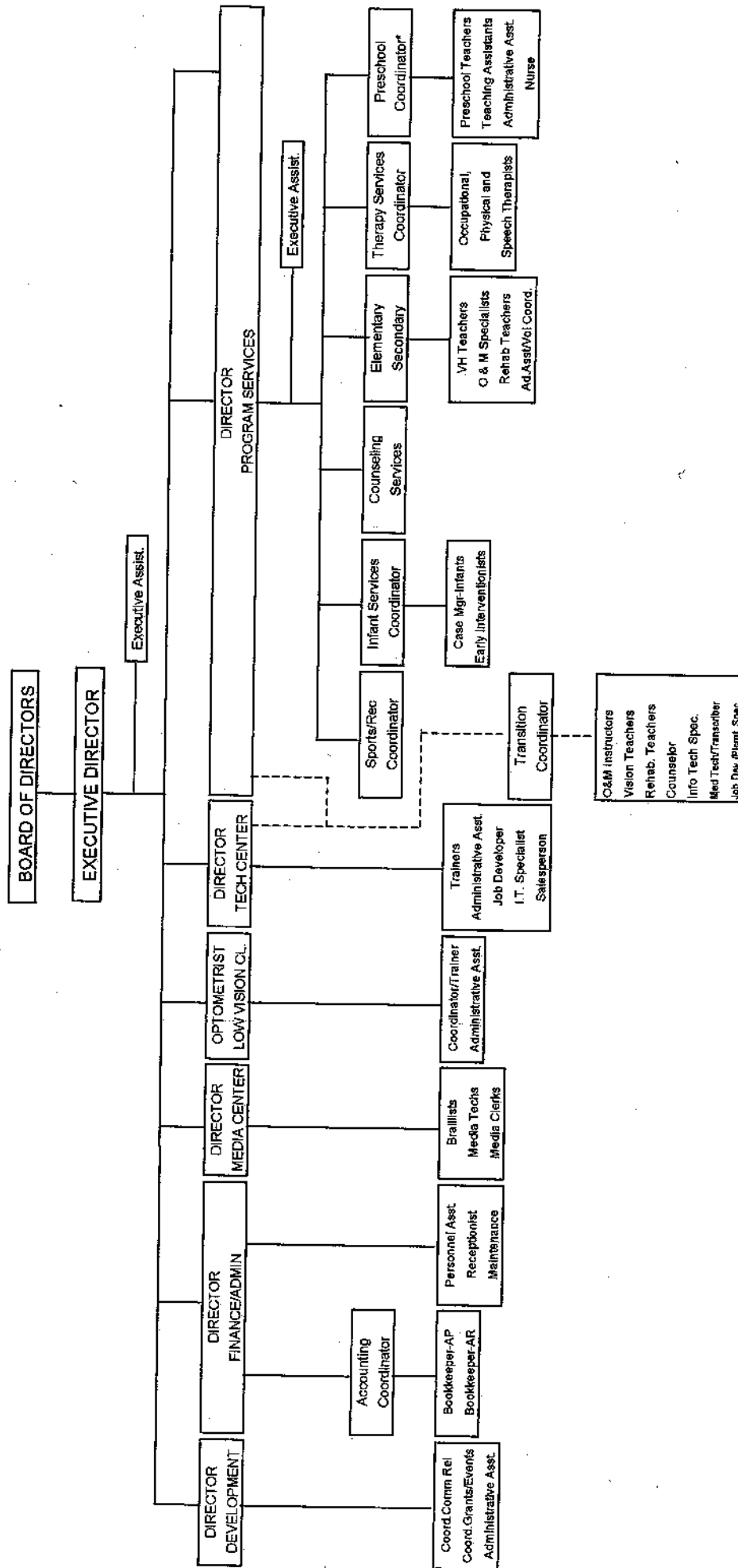
Staff includes 1 Teacher and 3 Teaching Assistants

Our East facility is our own facility for The Foundation for Blind Children

Jean Murphy, Teacher
2005 N. 91st Place
Chandler, AZ 85225
480-458-0900

Staff includes 1 receptionist, 3 Teachers and 7 Teaching Assistants

THE FOUNDATION FOR BLIND CHILDREN ORGANIZATIONAL CHART



* The preschool is a program that is provided in cooperation with the Arizona School for the Deaf and Blind. Some of the personnel in this program are employed by FBC and some, including the preschool coordinator, are employed by the State of Arizona.

COOPERATIVE PRESCHOOL FOR THE VISUALLY IMPAIRED
2005-2006 School Calendar - East

Start: August 16

End: June 2


Month	Kid Days	Teaching Days	Days Off	Comments	In-Service Days
August 3, 2005				ASDB In-Service	1
August 16-18				In-Service	3
August 19-31	7	9	8/30/05	Early Dismissal	dismissed@ 11:00 am
September 1 - 30	17	20	9/1 & 9/2 9/5/05 9/30/05	Early Dismissal Labor Day In-Service	1
October 1 - 31	16	20	10/6/05 10/7/05	Early dismissal Fall Holiday	
November 1 - 30	14	18	11/3/05 11/11/05 11/18/05 11/24 - 11/25	Early dismissal Veteran's Day In-Service Day Thanksgiving	1
December 1 - 31	10	12	12/8/05 12/19 - 12/30	Early dismissal Winter Break	
January 1 - 31	17	20	1/2/06 1/16/06	Winter Break MLK Day	
February 1 - 28	16	19	2/20/06	President's Day	
March 1 - 31	13	16	3/2 - 3/3 3/13 - 3/17 3/31/06	In-Service Spring Break Early Dismissal	2
April 1 - 30	15	19	4/6/06 4/14/06	Farm Day In-Service	1
May 1 - 28	18	22	5/29/06	Memorial Day	
June 1 - 2	1	1	6/1/06	Last Day	1
TOTAL	144	176			10

COOPERATIVE PRESCHOOL FOR THE VISUALLY IMPAIRED
2005-2006 School Calendar - Central & West

Start: August 16

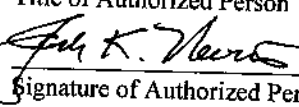
End: June 2

Month	Kid Days	Teaching Days	Days Off	Comments	In-Service Days
August 3, 2005				ASDB In-Service	1
August 16 - 17				In-Service	2
August 18 - 31	8	10		Half Days	
September 1 - 30	16	20	9/1/05 9/5/05 9/30/05	Half Day Labor Day In-Service	1
October 1 - 31	16	20	10/6/05 10/10/05	Half Day Columbus Day	
November 1 - 30	16	18	11/3/05 11/11/05 11/17/05 11/24 - 11/25	Half Day Veteran's Day In-Service Thanksgiving	1
December 1 - 31	9	12	12/8/05 12/19 - 12/30	Half Day Winter Break	
January 1 - 31	16	20	1/2/06 1/16/06 1/23-1/27	Winter Break MLK Day Half Days	
February 1 - 28	15	19	2/20/06	President's Day	
March 1 - 31	13	17	3/2/06 3/20 - 3/24	In-Service Spring Break	1
April 1 - 30	15	19	4/6/06 4/13/06	Farm Day In-Service	Early Dismissal 1
May 1 - 28	18	22	5/29/06	Memorial Day	
June 1-2	1	2			
TOTAL	143	179			7

	OFFER AND AWARD
	ARIZONA DEPARTMENT OF EDUCATION Procurement Section 1535 West Jefferson Street, Bin #37 Phoenix, Arizona 85007
SOLICITATION NO. ED05-0085	
OFFER	

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Upward Foundation
Company Name
6306 N. 7th Street
Street Address
Phoenix AZ 85014
City State Zip Code
Telephone Number: 602-279-5801

Jack K. Nevins
Name of Person Authorized to Sign Offer
Executive Director
Title of Authorized Person
 5/23/05
Signature of Authorized Person Date of Offer
Facsimile Number: 602-279-0785

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: N/A

Offeror's Federal Employer Identification Number: 86-0221195

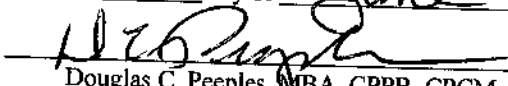
Acknowledgement of Amendment(s): (Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated	Amendment No.	Date	Amendment No.	Date
	_____	_____	_____	_____
	_____	_____	_____	_____

ACCEPTANCE OF OFFER AND CONTRACT AWARD
(For State of Arizona Use Only)

Your Offer, dated 5/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED05-0085-12**.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona
Awarded this 27th day of June, 2005.

Douglas C. Peeples, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

Jack K. Nevins, Executive Director

(Name and Title)

6306 N. 7th Street

(Street Address)

Phoenix, AZ 85014

(City & State)

(Zip Code)

602-279-5801/602-279-0785

(Telephone & Facsimile Numbers)

jnevins@upwardfoundation.com

(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

**ATTACHMENT 6.1
FEE SCHEDULE PART I**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School			
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served)** VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED	\$121.00	182	\$20,022.00
MD-SSI: Multiple Disabilities/Severe Sensory Impairment ** (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED	\$121.00	182	\$20,022.00
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation	\$121.00	182	\$20,022.00
OHI: Other Health Impairment			
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay	\$103.00	140	\$14,420.00
PSD: Preschool-Severe Delay	\$103.00	140	\$14,420.00
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability			
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

**Districts that contract with Upward Foundation provide the vision or hearing teacher for these students.

If payment is made within N/A calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by N/A %. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

**ATTACHMENT 6.1
FEE SCHEDULE PART II**

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Occupational Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Physical Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Audiology	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Pre-vocation/Vocational	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Counseling/Guidance for Students	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Parent Counseling and Training	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychological Services	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Recreation	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Medical	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Transportation	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Other: Music Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: Additional OT, PT and/or ST	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$75.00/hour
Other:	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Extended School Year	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$103/day - PS \$121/day - K-12

Circle all grades for which you are approved:

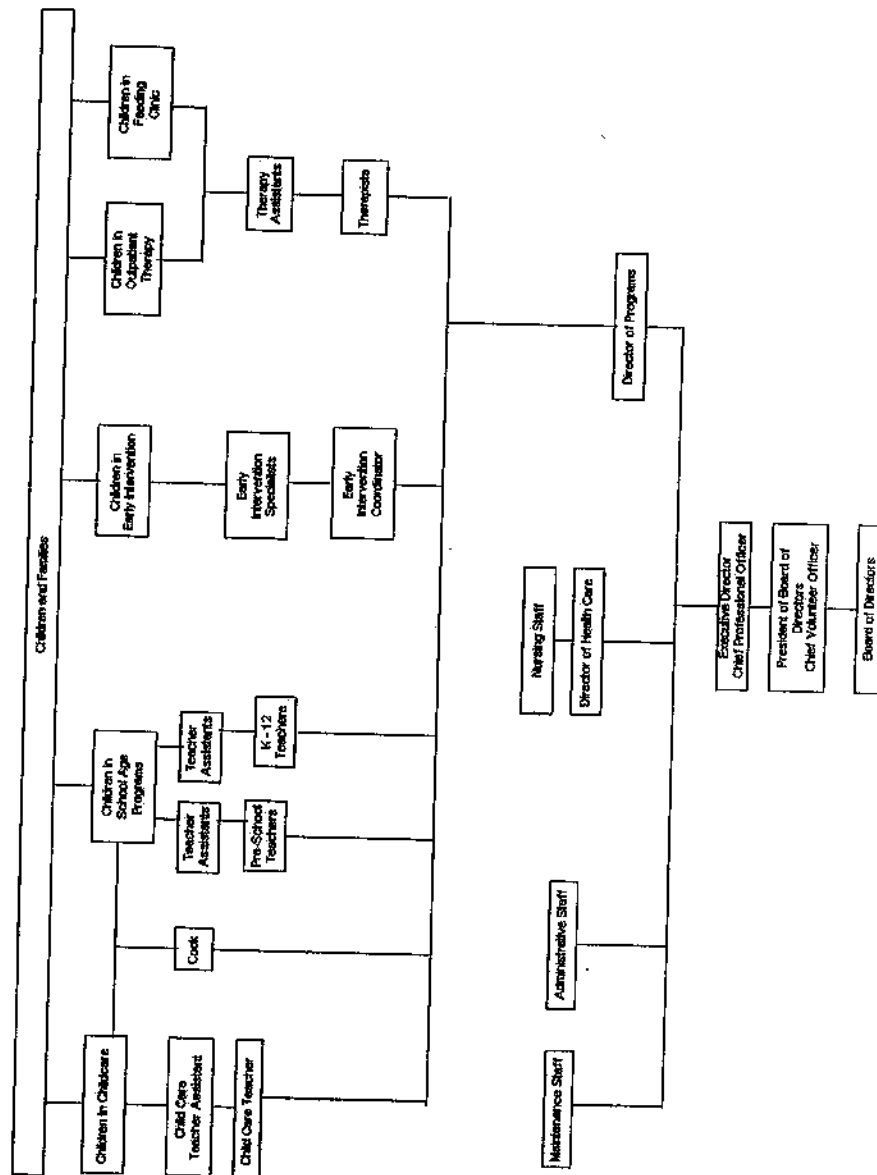
PreK K 1 2 3 4 5 6 7 8 9 10 11 12

ATTACHMENT 6.3
OFFEROR'S ORGANIZATION
SOLICITATION No. ED05-0085

10. Overview of Upward Foundation

Upward Foundation operates on one campus located at 6306 N. 7th Street in Phoenix. There is one office and the number of employees is 46. This includes management, administrative assistants, teachers, teacher assistants, maintenance, cook and van driver.

School Age Program Organizational & Support Chart





OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

GOMPERS CENTER, INC.
Company Name

6601 NORTH 27TH AVENUE
Street Address

PHOENIX AZ 85017
City State Zip Code

Telephone Number: 602-736-0061

DON ZELLA

Name of Person Authorized to Sign Offer

EXECUTIVE DIRECTOR
Title of Authorized Person

Don Zella
Signature of Authorized Person

5/22/05
Date of Offer

Facsimile Number:

602-736-0249

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

Offeror's Federal Employer Identification Number:

86-0098909

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/22/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085- 13.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peebles
Douglas C. Peebles, MBA, CPPB, CPCP
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

DON ZELLA, EXECUTIVE DIRECTOR
(Name and Title)

6601 NORTH 27TH AVENUE
(Street Address)

PHOENIX, AZ 85017
(City & State) (Zip Code)

602.776.0001 / 602.776.0249
(Telephone & Facsimile Numbers)

DON@GOMPERSCENTER.ORG
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

**ATTACHMENT 6.1
FEE SCHEDULE PART I**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School			
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment			
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability			
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within N.A. calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by N.A. %. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

*** PLEASE SEE ATTACHED FEE SCHEDULE**

ATTACHMENT 6.1 FEE SCHEDULE PART II

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Occupational Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Physical Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Audiology	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Counseling/Guidance for Students	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Parent Counseling and Training	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Psychological Services	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Medical	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Transportation	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Other: DENTAL SCREENING	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: VISION SCREENING	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other:	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Extended School Year	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	

Circle all grades for which you are approved:

PreK ☒ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

*PLEASE SEE ATTACHED FEE SCHEDULE

Effective August 8, 2005 through July 28, 2006

1. SERVICES FEE SCHEDULE:

Disabilities	Daily Rate		Yearly Rate
All Categories	Cost	Days In Schedule	Yearly Cost (cost times days)
	\$136.50	180	\$24,570.00

2. RELATED SERVICES FEE SCHEDULE: The following services must be written into the student's Individualized Education Plan (IEP)

Service - Direct and/or Indirect	Daily Rate	Hourly Rate
Occupational Therapy	N/A	\$62.50
Physical Therapy	N/A	\$65.50
Speech Therapy	N/A	\$62.50
Aquatic and Strength Program (Heated Pool)	N/A	\$65.00
One on One Aid	\$93.00	\$15.50
Extended School Year	\$113.75	N/A
Pre-Vocational/Vocational Training	N/A	\$35.00
Hearing Screening	Included In Basic Tuition	No charge
Dental Screening (Gompers Dental Clinic)	Included In Basic Tuition	No charge
Vision Screening	Included In Basic Tuition	No charge
School Nurse Services	Included In Basic Tuition	No charge
Community Placement Services	Included In Basic Tuition	No Charge
Transition Services	Included In Basic Tuition	No charge
Medicaid Cost Tracking (MIPS)	Included In Basic Tuition	No charge
Quarterly Progress Reporting	Included In Basic Tuition	No charge

OVERVIEW**Name and capacity of principals and district contact person (resumes follow):**

Dr. Patricia Stone
Director of Education
(contact person)

Don Zella
Executive Director

Mark A Jacoby
Assistant Executive Director

Office Location

6601 North 27th Avenue
Phoenix, Arizona 85017

Brief Program Description:

Since 1947 Gompers Center has been providing services to the developmentally disabled in order to "meet the unmet needs of children and adults with disabilities". Gompers Center serves nearly 250 consumers a day through its School program, Day Treatment for Adults programming, a Vocational Training program and a Recreation and Aquatics program. By tailoring the programs to meet an individuals needs, Gompers Center is able to assist its clients in gaining independence and increasing their level of responsibility from school age right through the time they are able to take the step toward competitive employment.

Governed by a volunteer Board of Directors, day to day operations are overseen by Don Zella, Executive Director. Gompers Center has a single location employing 103 staff.

Gompers Private Special Education School, established in 1973, is approved by the Arizona Department of Education. Individual Education Programs for students 5 to 21 years of age, and preschool 3 & 4 years of age, are designed to meet various cognitive, social, therapeutic and vocational needs. The program is cross-categorical with students being grouped according to ability and age. Classes have a maximum of 10 students with an approximate staff-student ratio of 1:3. Alternative staffing ratios are available. The program assists students in becoming as independent as possible. Gompers Center has operated a center for adults and children with disabilities for over 50 years. Students over the age of 22 may transition into an adult day program (Day Treatment for Adults, DTA) or the Vocational Center at Gompers.

Affiliations, licenses and certifications:

1. American Department of Education
2. American School Health Association

Gompers Center For Adults and Children with Disabilities

6601 North 27th Avenue
Phoenix, Arizona 85017
602-336-0061
www.gomperscenter.org

3. Arizona Department of Health Services
4. American Association on Mental Retardation
5. Arizona Department of Economic Security Division of Developmental Disabilities
6. Arizona Rehabilitative Services Administration
7. Arizona State Dental Association
8. Arizona Health Care Cost Containment System
9. Home and Community Based Services

Self-contained educational classes for the following categories of handicapping conditions:

Autism	A
Multiple Disabilities	MD
Mental Retardation Mild	MIMR
Mental Retardation Moderate	MOMR
Mental Retardation Severe	SMR
Multiple Disabilities/Severe	MDSSI (pending availability of District Vision Teacher)
Sensory Impairment	SI
Other Health Impaired	OHI
Orthopedic Impairment	OI
Traumatic Brain Injury	TBI

Related Services/Additional Services:

- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Basic Dental Screenings/Gompers Dental Clinic
- Hearing Screening
- Vision Screening
- Tube Feeding
- School Nurse Services
- Extended School Year
- One-to-One Aide
- Aquatic and Strength Therapy (Orthopedic, Arthritis/Fibromyalgia, Chronic Pain, Injury, Stroke, Autism and Water Phobia)
- Attendant Care
- Habilitation
- Developmental Disability Day Care
- Non-Emergency Transportation

Gompers Center For Adults and Children with Disabilities

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SUMMARY OF EXPERIENCE**Gompers School:**

Gompers School serves children who are physically, mentally, emotionally handicapped and/or medically fragile. The goal of our program is to develop independence within each child. Through our individualized programs, children learn daily living and/or vocational skills, which enable them to participate in home, school and community activities. Students at Gompers interact with non-disabled peers and community groups to the maximum extent possible.

Each classroom is staffed with an Arizona certified Special Education Teacher (with appropriate endorsements) and paraprofessional Classroom Aides. Staff must be current in CPR and First Aid. Our Health Office is staffed with an LPN, part-time RN. All related services staff, OT, PT, Speech, etc., are certified or licensed within their field.

Programs:**Autistic Program:**

The program encourages autistic children to control their environment through improved communication and independence. Communication and social skills are practiced during the school day. Students participate in sensory integration activities individually and as a group.

Orthopedically Impaired Program:

Occupational therapy, physical therapy and speech therapy are provided to enable these students to be as independent as possible. Electronic communication aids and other adaptive devices are used by students whenever possible to allow for maximum communication and socialization.

Mild/Moderate/Severe Mental Retardation Program:

The focus of this program is to encourage self-sufficiency in the areas of communication, self-care, cognitive, motor and social skills. Adaptive devices are utilized whenever possible to assist the student in becoming independent. Vocational training is encouraged whenever possible.

Multiple Disabilities (Severely Sensory Impaired):

Students participate in activities designed to increase intellectual, personal, social and physical development. School districts may need to supplement with their own vision specialist, and/or hearing specialist.

Vocational Training/Sheltered Workshop: (Transition Service No Charge)

Students who are capable of vocational training will be taught basic skills, which could be used for later employment. Skills such as food preparation, clerical tasks, building

maintenance/cleaning, laundry, inspecting, counting, collating, delivering etc. can be included in the student's Individual Education Plan. Students who qualify for more intense vocational training will have the opportunity to spend additional hours in a workshop setting acquiring additional skills.

Community Placement Services: (Transition Service No Charge) Students who acquire additional skills through vocational training and are capable of working in the public sector will have the opportunity to join an enclave (group) setting, which is the first step toward independent employment.

Aquatic and Strength Therapy Program: (Charged service) A certified Recreational Therapist provides Aquatic Therapy utilizing Gompers Center's heated pool. Aquatic Therapy focuses on cognitive, motor and social skills remediation. Additional training for higher functioning students could include basic water safety skills and simple swimming stroke development. Students will have the opportunity to work with our Interdisciplinary Team individually and/or in a group setting for social opportunities and provision of environmental stimulation.

Program Evaluation: (No charge service)

Evaluation of each program is based on the number of student objectives met during the school year. Evaluation procedures are written into each student's Individual Education Plan. Data is collected during the school year and communicated to students, parents, districts and other interested parties every nine (9) weeks.

Transition Planning (No Charge Service)

Transition services are intended to prepare student to make the transition from the world of School to the world of adulthood. In planning what type of transition services a student needs to prepare for adulthood, the IEP considers areas such as post secondary education, vocational training, employment, independent living and community participation. The transition services themselves are a coordinated set of activities that are based upon the students' needs and take into account his or her preference or interest. Transition services can include instruction, community experiences, the development of employment and other post school adult living objectives, and if appropriate, the acquisition of daily living skills and functional vocational assessments.

The student and his or her family are expected to take an active role in preparing the student to take responsibility for his or her own life once school is finished. This can be a daunting task, one for which the student and his or her family need to be prepared.

School Districts Served:

Gompers Center has agreements on an annual basis with many different school districts. On a consistent basis, we have several students from the following districts:

Agua Fria Union High School District (Michael Duncan, Director)	623-932-7000
Alhambra Elementary District (Bob Perry, Psychologist)	602-336-6000
Balsz School District #31 (Janet B. Glass, Student Services Director)	602-629-6451
Cartwright Elementary District, (Supt. John Woollums)	623-691-4000
Chandler Unified School District (Connie Rice, Supervisor)	480-812-7977
Deer Valley School District (Treasure Bridges)	602-581-7727
Dysart Unified District (Supt. Margo Seek)	623-876-7002
Gilbert Unified School District (Jean Hyland, Supervisor)	480-497-3300
Glendale Elementary School District (Ron Davis, Psychologist)	623-842-8100
Glendale Union High School District (Christine Locke, Psychologist)	623-435-6000
Isaac School District (Diana Hoover, Supervisor)	602-484-4710
Littleton Elementary School District (Ms. Fox, Dir. of Special Education)	602-776-4681
Madison Elementary District (Supt. R. Jones)	602-664-7903
Maricopa County Regional School District (Janice Augente, Dir. Acad. Serv.)	602-452-4703
Mesa Unified School District (Kay Stockdale, Supervisor)	480-472-0733
Murphy School District (Cherie Knox, Supervisor)	602-353-5000
Palo Verde Elementary District (Supt. Robin Berry)	623-386-4461
Paradise Valley School District (Michael Greene)	602-867-5167
Phoenix Elementary District (Supt. Paul Mohr)	602-257-3781
Phoenix Union High School (Debbie Roman, Supervisor)	602-271-3217
Peoria District (Bill Rabe, Director of Special Education)	623-486-6055
Roosevelt Elementary District (Supt Frederick Warren)	602-243-2637
Scottsdale Unified School District (Jenella Crosier)	602-952-6151
Tempe Elementary School District (Laura Hauer)	480-730-7289
Tolleson Elementary District (Supt. Diane Hamilton)	623-936-9740
Washington Elementary District (Supt. Thomas Reale)	602-347-2600
Wilson Elementary District (Yvonne Saffron)	602-683-2400

Gompers Center For Adults and Children with Disabilities

6601 North 27th Avenue

Phoenix, Arizona 85017

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STAFF RESOURCES

Current Staff:

Don Zella - Executive Director

Mark A Jacoby - Assistant Executive Director

Dr. Patricia Stone, PHD - Director of Education

Mira Durrant, BS - Daily Living Skills Classroom Teacher, MOMR

Jennifer Bradley, BS - Autism Classroom Teacher, MOMR

Loretta Nelson, BS - Sensory Classroom Teacher, SMR

Daily Living Skills Classroom Teacher, MOMR - Pending

*Information will be forwarded upon hiring a Teacher for this position

Roberta Basques, LPN, Health Office

Arlene Williams, RN, Health Office

Debra Shoop, BS, Speech Therapist, SLP

Kris Albrecht, BS, MS Physical Therapist

Yvette Vasquez, Vision Specialist (from the Foundation for the Blind)

Janet Seidl, MS, Occupational Therapist

Elizabeth Vogts, BS, CTRS

In addition, para-professionals are assigned to each room to ensure a 1:3 ratio, with 1:1 staff utilized where approved by the IEP.

Gompers Center For Adults and Children with Disabilities

6601 North 27th Avenue

Phoenix, Arizona 85017

602-336-0061

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BOARD OF DIRECTORS

Address

6601 North 27th Avenue
Phoenix, Arizona 85017

Members

Michael McCartney, Chairman

Frank Martin, Vice Chairman

Mariann Ward, Treasurer

MaryLou Davis, Secretary

Betsy Aldama

David Goldstein

Tim Hill

Michael Kelly, Esq.

Ronald F. Larson, Esq.

Ronald G. Nelson

Don Zella, Executive Director



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Specialized Learning Centers, Inc.
dba Phoenix Center for Education

Company Name

4229 N. 16th Street

Street Address

Phoenix, AZ 85016

City State Zip Code

Telephone Number: (602) 230-0010

Donald Whitfield

Name of Person Authorized to Sign Offer

Secretary

Title of Authorized Person

Donald Whitfield 05/25/05
Signature of Authorized Person Date of Offer

Facsimile Number: (602) 265-9491

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

N/A

Offeror's Federal Employer Identification Number:

86-0596003

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amend-
ment(s) to the Solicitation for Offers and
related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/25/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-14.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 9th day of June, 2005.

Douglas C. Peebles
Douglas C. Peebles, MBA, CPPB, CPCU
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

Kim Naccarato, Director
(Name and Title)

4229 N. 16th Street
(Street Address)

Phoenix, AZ 85016
(City & State) (Zip Code)

(602) 230-0010 (602) 265-9491
(Telephone & Facsimile Numbers)

kenacca@qwest.net
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

ATTACHMENT 6.1 FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	\$113.75	180	\$20,475.00
EDP: Emotional Disability/Separate Facility of Private School	\$113.75	180	\$20,475.00
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/VI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation	\$113.75	180	\$20,475.00
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment	\$113.75	180	\$20,475.00
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$113.75	180	\$20,475.00
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students *	\$113.75	180	\$20,475.00

*Suspension Program

If payment is made within N/A calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by N/A %. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1 FEE SCHEDULE PART II

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$45.00 per 1/2 hour
Occupational Therapy	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Physical Therapy	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Audiology	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Counseling/Guidance for Students (Individual)	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$45.00 per 1/2 hour
Parent Counseling and Training	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Psychoeducational Assessments	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Psychological Services	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Medical	<input type="radio"/> Y	<input checked="" type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	
Transportation	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$45.00 per day
Other: Group Counseling/Guidance for students	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Other: 1:1 Intervention Programming	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$125.00 per day
Other:	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	
Extended School Year Not included in tuition rate	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input checked="" type="radio"/> N	\$113.75 per day

Circle all grades for which you are approved:

PreK ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

**PLEASE SEE THE ATTACHED P.C.E. FEE SCHEDULE AS DISCOUNTS MAY APPLY.

PHOENIX CENTER FOR EDUCATION

4229 N. 16th Street
Phoenix, AZ 85016

Phone: 602-230-0010

Fax: 602-265-9491

2005-06 Fee Schedule

<i>Areas of Special Education</i>	<i>Total Number of School Days</i>	<i>Annual Fee</i>
A	180	\$20,475.00 <i>*Daily rate: \$113.75</i> <i>Transportation provided by district</i>
SLD, EDP, OHI	180	\$20,475.00 <i>*Daily Rate: \$113.75</i> <i>Transportation provided by district</i>
MIMR	180	\$20,475.00 <i>*Daily rate: \$113.75</i> <i>Transportation provided by district</i>

**Please see page #2 for the P.C.E. discount schedule*

Related Services

<i>Transportation</i>	<i>\$45.00 per day</i>
<i>Speech & Language Therapy</i>	<i>\$45.00 per ½ hour</i>
<i>Individual Counseling</i>	<i>\$45.00 per ½ hour</i>
<i>1:1 Intervention Programming</i>	<i>\$125.00 per day</i>

**Phoenix Center for Education bills monthly based on the space provided for a student during that month which includes excused absences. Exceptions will be made for early withdrawal and extended absences.*

Suspension Program

<i>Service</i>	<i>Fee</i>
<i>Short and Long Term Suspension Program for Special Needs Students</i>	<i>Daily Rate: \$113.75</i>

Signature: Kim Naccarato *Date:* 5/23/05
Kim Naccarato, Director

PHOENIX CENTER FOR EDUCATION

4229 N. 16th Street
Phoenix, AZ 85016

Phone: 602-230-0010

Fax: 602-265-9491

Discount Schedule

- Any district having more than 8 students placed at P.C.E. on any given day will receive a 10% discount on the daily rate for the ninth student and beyond for that day. See example below:

District A	Mon	Tues	Wed	Thurs	Fri
Students Enrolled	4	6	9	8	10
Daily Rate for Students #1 thru #8	\$113.75 x4	\$113.75 x6	\$113.75 x8	\$113.75 x8	\$113.75 x8
Daily Rate for Students #9 and beyond			\$102.37 x1		\$102.37 x2
Total	\$455.00	\$682.50	\$1,012.37	\$910.00	\$1,114.74

PHOENIX CENTER FOR EDUCATION

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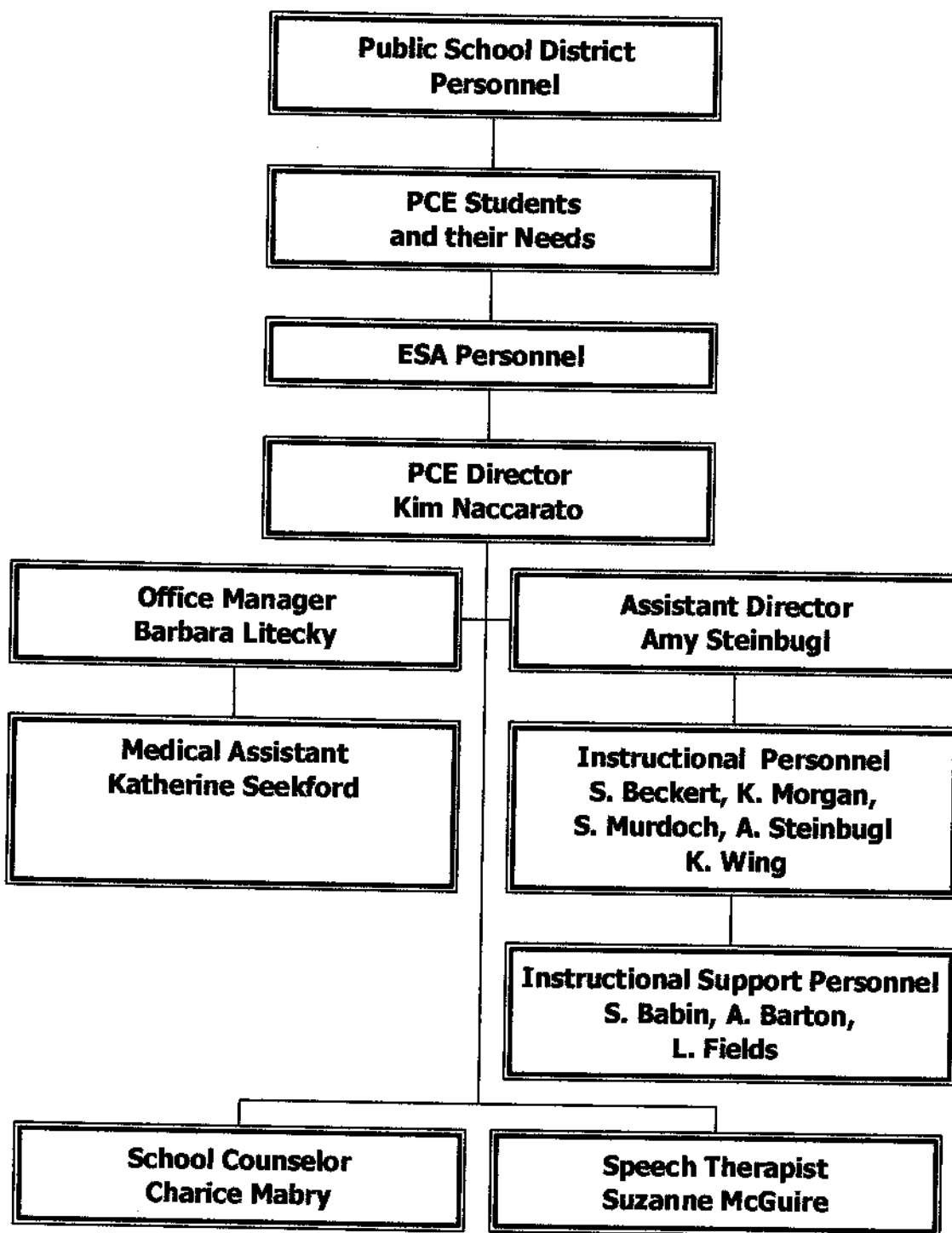
Attachment 6.2 #10

Phoenix Center for Education offers comprehensive educational services for children and adolescents with autism, emotional handicaps, learning disabilities, mild mental retardation and other health impairments. Our one location is at 4229 N. 16th Street in central Phoenix and has the capacity to serve 80 students.

After a thorough assessment of a student's learning difficulties and strengths, an individual instructional program is developed and implemented by use of precision teaching and mastery learning. Students are provided maximum adult supervision and environmental support to promote academic success, as well as healthy social development.

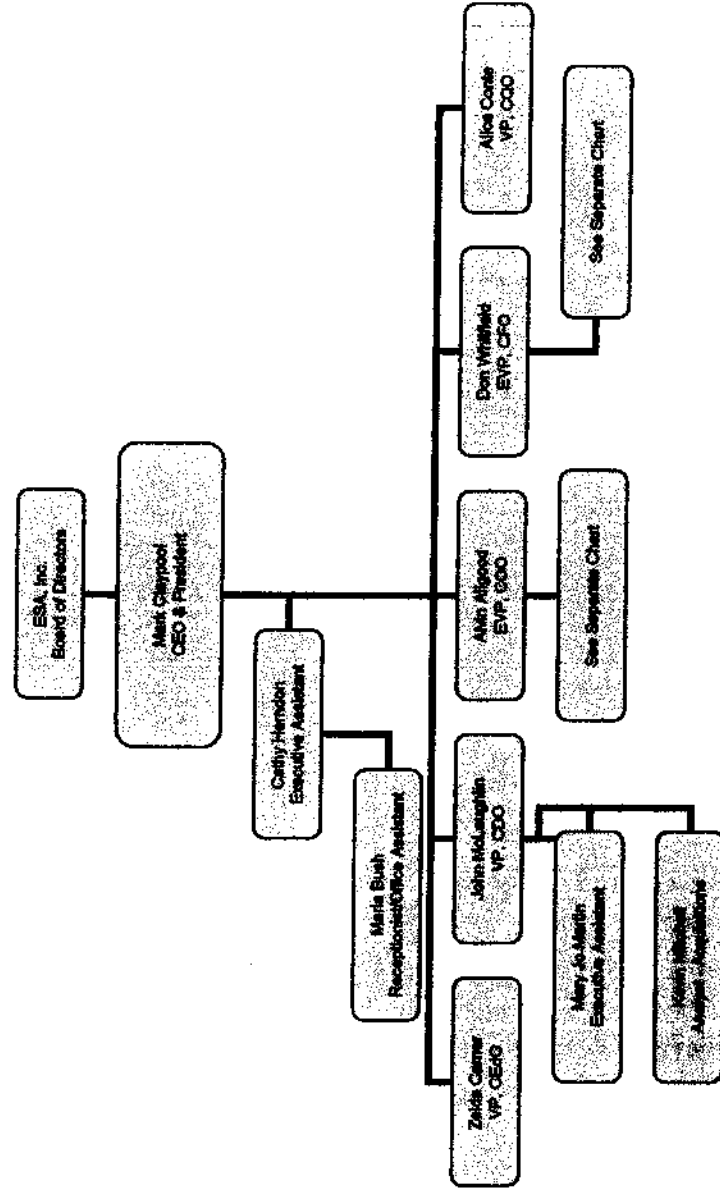
There is 1 teacher and 1 instructional assistant assigned to each classroom which does not exceed 10 students. The support staff consists of the director, assistant director, office manager, medical assistant and school counselor. Speech services are contracted out based on the needs of our student's IEPs. All services and key personnel are assigned to one location.

Phoenix Center for Education Organizational Chart

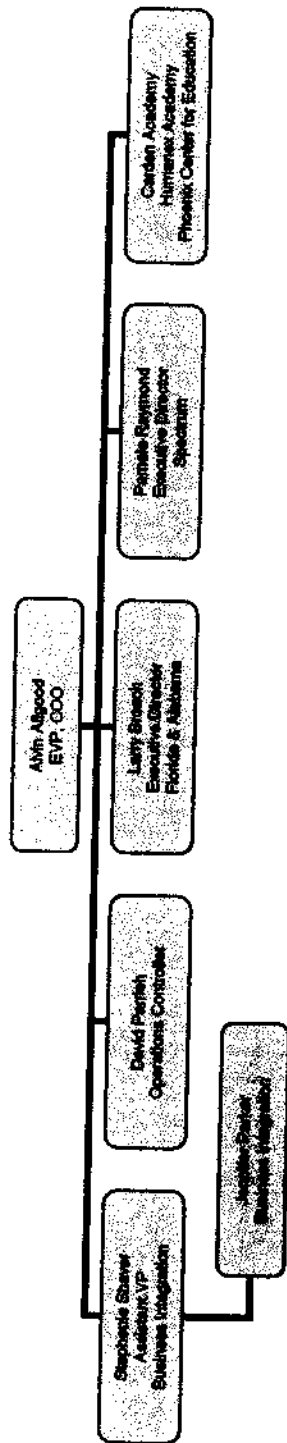


Organizational Structure

Corporate - Current



Organizational Structure Operations - Current



PHOENIX CENTER FOR EDUCATION

4229 N. 16th Street
Phoenix, AZ 85016

Phone: 602-230-0010

Fax: 602-265-9491

PROGRAM DESCRIPTION

DESCRIPTION OF PROGRAM SERVICES (Kindergarten through 12th Grade)

ED self-contained classrooms are individualized to the academic level of the students while working on appropriate behavioral strategies which will enable successful re-entry to a less restrictive environment.

LD self-contained classrooms are geared to remediating academic difficulties. Mastery learning based on direct instruction combined with instrumental enrichment are used as appropriate.

MIMR self-contained classrooms focus on teaching daily living skills and socially acceptable behaviors through repetition, encouragement and reinforcement. Students are challenged at their functional levels to promote social, emotional and academic growth.

AUTISM self-contained classrooms are geared to replacing behaviors that are severely maladaptive, aggressive, or self-injurious with more acceptable behaviors using Applied Behavior Analysis and the Discrete Trial Method.

Phoenix Center for Education attempts to create an environment for children which will allow them to be themselves and to develop in the way and at the pace appropriate to them. Group counseling to aid in building self-esteem often lost with children who have these difficulties will be included.

DESCRIPTION OF RELATED AREAS PROVIDED

Counseling services, parent counseling and training, speech therapy, occupational therapy and physical therapy services are available and will be discussed and arranged for on an individual basis by mutual agreement between District and PCE representatives. Student physical/health education is provided. High school students are given preparation for vocational and transition experiences. Phoenix Center for Education staff work closely with each district in providing vocational rehabilitation services.

STAFFING

One certified teacher and one teacher's assistant is provided for every ten (10) students. PCE employs a certified K-12 guidance counselor available for individual and group counseling and provides contracted speech therapy as IEPs dictate.

Due to the occasional need for physical restraints, Phoenix Center for Education staff are certified in Crisis Prevention Institution techniques.

PHOENIX CENTER FOR EDUCATION

4229 N. 16th Street
Phoenix, AZ 85016

Phone: 602-230-0010

Fax: 602-265-9491

LENGTH OF OPERATION

Phoenix Center for Education is in its nineteenth year of operation.

PROFESSIONAL EXPERIENCE

Please see attached resume and teaching certificates.

FACILITY LOCATION AND DESCRIPTION

Phoenix Center for Education is a State approved Special Education Day School. Our facility is approximately 10,000 square feet in size which includes 8 classrooms, kitchen, activity/lunch rooms, recreation room, restrooms, computer lab, therapist offices, time-out rooms, administrative offices and fully equipped playground & basketball area (not included in square footage).

STATEMENT OF UNDERSTANDING

Phoenix Center for Education understands and agrees to follow the specifications listed in the Special Education contract and is fully qualified to provide the services requested in accordance with all appropriate State regulations regulating the operation of a Private Day School.

Phoenix Center for Education agrees to provide the contracted services with the School District on an on-call basis.

CURRICULUM

The Phoenix Center for Education curriculum has been submitted and approved by the Arizona State Department of Education. It is on file in the State Special Education Office as well as on site.

CONTACT PERSONS

Kim Naccarato, Director	(602) 230-0010
Amy Steinbugl, Assistant Director	(602) 230-0010
Barbara Litecky, Office Manager	(602) 230-0010

An EDUCATIONAL SERVICES of AMERICA School
www.esa-education.com

Kim Ellen Naccarato

**2426 N. 39th Place
Phoenix, Arizona 85008**

**602-275-7903
naccarato@cox.net**

Education

Arizona State University, Phoenix, Arizona	December 1992
B.A. Degree in Education	
Specialization: Psychology	

Certification

Arizona Standard Special Education (ED, LD, K-12)	Expires 1/2007
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Experience

Phoenix Center for Education-Phoenix, AZ	
Director	2002-Present
Assistant Director	2000-2002
Special Education Teacher (K-12)	1993-2002
 Jesse Lee Home-Alaska Children's Services-Anchorage, AK	
Child Care Worker	1984-1987
Summer Work (1988-1991)	
 Excelsior Youth Center-Denver, CO	
Senior Night Supervisor	1980-1984
 Arizona State Hospital-Phoenix, Arizona	
Behavioral Health Tech 3	1975-1980
Child/Adolescent Treatment Unit	

Job Related Experience

Managed daily operations of private, special education day school including supervision of 20 staff members, providing professional development, writing policies/procedures, budget writing and financial tracking; responding to Requests for Proposals from public school districts and the State of Arizona; aligning curriculum to Arizona State Standards; writing and implementing Individual Education Plans; working with mental health agencies and juvenile court officials to better service students with disabilities; teaching students in grades K-12 with varying exceptionalities.

Professional Affiliations

Council for Exceptional Children
Special Education Administrators Association
Association for Supervision and Curriculum Development
Kappa Delta Pi-International Honor Society

Professional References:

Jeanne Sargent

Special Education Director
Osborn School District
1226 W. Osborn Rd.
Phoenix, Arizona 85013
602-707-2013

Susan McDevitt

School Psychologist
Phoenix Elementary School District
1817 N. 7th Street
Phoenix, Arizona 85006
602-257-6015

Deborah Roman

ESP Coordinator
Phoenix Union High School District
4502 N. Central Ave.
Phoenix, Arizona 85012
602-764-1009

Phoenix Center for Education - 4229 N. 16th Street Phoenix, AZ 85016

Summary of Experience - Size & Types of Assignments

School District	Services Provided	Contact Person	Contact Phone Number
Alhambra K-8	ED/LD	Deborah Paris School Psychologist	623-842-8667 x6244
Balsz K-8	ED/LD	Janet Glass Special Ed Director	602-629-6451
Cave Creek K-12	ED/LD/OHI	Kay Abram Special Ed Director	480-575-2013
Chandler K-12	ED/LD/OHI	Diane Bruening Special Ed Director	480-812-7977
Craighton K-8	ED/LD/MIMR	Carla Earle Special Ed Director	602-381-6034
Deer Valley K-12	ED/LD/OHI	Linda Gohis Special Ed Director	623-445-4943
Fountain Hills K-12	ED/LD	Pat Gillespie Special Ed Director	480-864-5017
Gilbert Unified K-12	ED/LD	Jennifer Johnson School Psychologist	480-209-8426
Glendale Elementary K-8	ED/LD	Corrine Weyrich Special Ed Director	623-842-8148
Glendale Union High School District	ED/LD	Jane McCulley Special Ed Director	623-435-6089
Isaac K-8	ED/LD	William Smith Special Ed Director	602-455-6725
Kyrrene K-8	ED/LD	Mary Brownell Special Ed Director	480-783-4143
Madison K-8	ED/LD/OHI	Marcia Hamilton School Psychologist	602-664-7927

Maricopa County Regional School District K-12	ED/LD	Debbie Skinner Special Ed Director	602-452-4711
Murphy K-8	ED/LD	Cherie Knox Special Ed Director	602-353-5062
Osborn K-8	ED/LD	Jean Sargent Special Ed Director	602-707-2013
Paradise Valley K-12	ED/LD	Laura Bistro Special Ed Director	602-867-5115
Peoria K-12	ED/LD	Lin DeRight School Psychologist	602-329-5328
Phoenix Elementary K-8	ED/LD/M/MR	Susan McDevitt School Psychologist	602-257-6015
Phoenix Union High School District	ED/LD/OHI	Deborah Roman Special Ed Coordinator	602-764-1009
Washington K-8	ED/LD	Marilyn Martin School Psychologist	602-347-2848
Wilson K-8	ED/LD	Antonio Sanchez Special Ed Director	602-683-2500

- Most of the school districts/references listed above have contracted with Phoenix Center for Education (as needed) over the 19 years we have been providing Special Education services.

**Phoenix Center for Education
4229 N. 16th Street
Phoenix, AZ 85016**

School District References

School District	Services Provided	Contact Person	Contact Phone Number
Alhambra 4510 N. 37th Ave. Phoenix, AZ 85019	ED/LD	Deborah Paris School Psychologist	623-842-8567 x5244
Balsz 4825 E. Roosevelt St. Phoenix, AZ 85008	ED/LD	Kim Peaslee Special Education Director	602-629-6451
Cave Creek 33424 N. 60th St. Cave Creek, AZ 85327	ED/LD/OHI	Kay Abram Special Education Director	480-575-2013
Chandler Unified 1525 W. Frye Road Chandler, AZ 85224	ED/LD/OHI	Diane Bruening Special Education Director	480-812-7977
Creighton 2702 E. Flower Street Phoenix, AZ 85016	ED/LD/MIMR	Cinda Earle Special Education Director	602-381-6034
Deer Valley 20402 N. 15th Ave. Phoenix, AZ 85027	ED/LD/OHI	Linda Goins Special Education Administrator	623-445-4943
Fountain Hills 16000 E. Palisades Blvd. Fountain Hills, AZ 85268	ED/LD	Pat Gillespie Special Education Director	480-664-5017
Gilbert Unified 140 S. Gilbert Road Gilbert, AZ 85296	ED/LD	Jennifer Johnson School Psychologist	480-497-3300 x218
Glendale Elementary 7301 N. 58th Ave. Glendale, AZ 85301	ED/LD	Corrine Weyrich Special Education Director	623-842-8148

Glendale Union H.S.D. 7650 N. 43rd Ave. Glendale, AZ 85301	ED/LD	June McCulley Special Education Director	623-435-6089
Isaac 3348 W. McDowell Road Phoenix, AZ 85009	ED/LD	William Smith Special Education Director	602-455-6725
Kyrene 8700 S. Kyrene Road Tempe, AZ 85284	ED/LD	Mary Brownell Special Education Director	480-783-4143
Madison 5601 N. 16th Street Phoenix, AZ 85016	ED/LD/OHI	Marcia Hamilton School Psychologist	602-664-7927
Maricopa County Regional S.D. 358 N. 5 th Ave. Phoenix, AZ 85003	ED/LD	Debbie Skinner Special Education Director	602-452-4711
Murphy 2615 W. Buckeye Road Phoenix, AZ 85009	ED/LD	Cherie Knox Special Education Director	602-484-4063
Osborn 1226 W. Osborn Road Phoenix, AZ 85013	ED/LD	Jean Sargent Special Education Director	602-707-2013
Paradise Valley 15002 N. 32nd Street Phoenix, AZ 85032	ED/LD	Laura Bistro Special Education Director	602-967-5115
Peoria 6330 W. Thunderbird Rd. Glendale, AZ 85306	ED/LD	Lin DeRight School Psychologist	623-329-5328
Phoenix Elementary 1817 N. 7th Street Phoenix, AZ 85006	ED/LD/MIMR	Susan McDevitt School Psychologist	602-257-6015
Phoenix Union H.S.D. 4502 N. Central Ave. Phoenix, AZ 85012	ED/LD/OHI	Deborah Roman Special Education Placement Coordinator	602-764-1009
Scottsdale Unified 3811 N. 44th St. Phoenix, AZ 85018	ED/LD	Lois Healey Special Education Administrator	602-852-2280

Washington 8610 N. 19th Ave. Phoenix, AZ 85021	ED/LD	Marilyn Martin School Psychologist	602-347-2648
Wilson 3025 E. Fillmore St. Phoenix, AZ 85008	ED/LD	Antonio Sanchez Special Education Director	602-683-2400

- Most of the school districts/references listed above have contracted with Phoenix Center for Education (as needed) over the 19 years we have been providing Special Education services.

PHOENIX CENTER FOR EDUCATION

4229 N. 16th Street
Phoenix, AZ 85016

Phone: 602-230-0010

Fax: 602-265-9491

P.C.E. 2005-06 SCHOOL CALENDAR

August 1 -5	Staff Orientation
August 8	Student's First Day
August 26	Staff Development - No classes for students
September 5	Labor Day - No School
October 27	Staff Development - No classes for students
October 28, 31	Fall Break
November 11	Veteran's Day - No School
November 23 - 25	Thanksgiving Recess - No School
November 28	Classes Resume
December 21	Early Release
December 22 - January 4	Winter Break - No School
January 5	Classes Resume
January 16	Martin Luther King Day - No School
February 17th	Staff Development - No classes for students
February 20	President's Day- No School
March 20 - 24	Spring Break
April 14 & 17	No School
April 18	Classes Resume
May 12	Staff Development - No classes for students
May 26	Last Day of Classes - Early Release

Attendance Days

August	17
September	21
October	18
November	18
December	15
January	18
February	18
March	18
April	18
May	19

180

School Hours: 8:30 a.m. - 3:00 p.m.

Earliest Student Drop Off Time: 8:00 a.m.

Earliest Student Pick Up Time: 3:00 p.m.

Early Release Days/Times will be:

12/21/05 12:00 p.m. Dismissal

05/26/06 12:00 p.m. Dismissal

40th Day = 10/4/05

100th Day = 01/20/06

Revised 06/02/05



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

DayBreak Behavioral Resources LLC
Company Name

8800 Mary's Drive
Street Address

Flagstaff, AZ 86004
City State Zip Code

Telephone Number: (928)526-0779

Tom Kenny
Name of Person Authorized to Sign Offer

CEO/COO
Title of Authorized Person

[Signature] 5/17/05
Signature of Authorized Person Date of Offer

Facsimile Number: (928)526-0284

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: _____

Offeror's Federal Employer Identification Number: _____

86-1025143

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/17/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-15.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

[Signature]
Douglas C. Peebles, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

DayBreak Behavioral Resources

(Company Name)

P.O. Box 23606

(Street Address)

Flagstaff, AZ 86002

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

David Morris Administrative Assistant

(Name and Title)

P.O. Box 23606

(Street Address)

Flagstaff, AZ 86002

(City & State)

(Zip Code)

(928)526-0779 (928)526-0284

(Telephone & Facsimile Numbers)

dmorris6518@yahoo.com

(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

**ATTACHMENT 6.1
FEE SCHEDULE PART I**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School	\$ 140.00	180.	\$25,200
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/Hi, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation	140.00	180.	\$25,200
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment			
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability			
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within N/A calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by N/A %. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

**ATTACHMENT 6.1
FEE SCHEDULE PART II**

Please complete entire form as appropriate.

SERVICES OFFERED DETERMINED BY IEP.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	Y	N	Y	N	
Occupational Therapy	Y	N	Y	N	
Physical Therapy	Y	N	Y	N	
Audiology	Y	N	Y	N	
Pre-vocation/Vocational	Y	N	Y	N	
Counseling/Guidance for Students	Y	N	Y	N	
Parent Counseling and Training	Y	N	Y	N	
Psychoeducational Assessments	Y	N	Y	N	
Psychological Services	Y	N	Y	N	
Recreation	Y	N	Y	N	
School Health Services	Y	N	Y	N	
Medical	Y	N	Y	N	
Transportation	Y	N	Y	N	
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Extended School Year	Y	N	Y	N	

Circle all grades for which you are approved:

PreK K 1 2 3 4 5 6 ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Offer's Organization

DayBreak Behavioral Resources, LLC is a company which currently specializes in Group Homes for emotionally disordered children up to the ages of 18. We are now operating 4 homes. Two of our homes are in Dewey and two are in Flagstaff. We are in the process of opening a fifth home in Kingman.

The locations are:

Flagstaff

Silver Saddle
8800 Mary's Drive
Flagstaff, AZ 86004
(928) 526-0997

Silver Saddle houses 8 boys. We employ 10 people on average at this site.

Kaitlin Ranch
6070 N. Treadway
Flagstaff, AZ 86004
(928) 526-1499

Kaitlin Ranch houses 8 girls. We employ 10 people on average at this site.

Dewey

Blue Ridge
14410 E. Blue Ridge
Dewey, AZ 86327
(928) 632-8078

Blue Ridge houses 8 boys. We employ 10 people on average at this site.

Smoki Trail
9425 Smoki Trail
Dewey, AZ 86327

Smoki Trail houses 8 boys. We employ 10 people on average at this site.

In addition to these four locations we also operate an administrative office which is currently located on the Silver Saddle site in a separate building.

DayBreak Behavioral Resources
PO Box 23606
Flagstaff, AZ 86002
(928) 526-0779

We employ two people in administration out of this site. This is the address and telephone number for all administrative contacts.

The organization is a partnership. There are three partners at present. They are Tom Kenny, Kurt Mahoney, and Donna Halterman. A copy of our current organizational chart is attached.

Working relationships will exist between the boy's homes in Dewey and the school in that it is our belief at this time that some of the residents of the Dewey homes will attend the school. This we believe will give us the advantage of maintaining the structure that is so important in the progress of these boys.



OFFER AND AWARD



ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Accommodation School
Company Name

12440 N. 28th Drive
Street Address

Phx AZ 85029
City State Zip Code

Telephone Number: 602-862-9600

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

Offeror's Federal Employer Identification Number:

Bonnie Baumgartner
Name of Person Authorized to Sign Offer

Principal
Title of Authorized Person

Bonnie Baumgartner 5-2-2005
Signature of Authorized Person Date of Offer

Facsimile Number: _____

4187720

86-0783459

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

Your Offer, dated 5/2/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number ED05-0085-16.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peeples
Douglas C. Peeples, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

Bonnie Baumgartner / Principal
(Name and Title)

12440 N. 28th Dr.
(Street Address)

Phx AZ 85029
(City & State) (Zip Code)

602-862-9600
(Telephone & Facsimile Numbers)

AZaccommodation@aol.com
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

**ATTACHMENT 6.1
FEE SCHEDULE PART I**

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School	\$85.00	180	\$15,300
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/Hi, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment	\$85.00	180	15,300
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$85.00	180	15,300
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within _____ calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by _____. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

**ATTACHMENT 6.1
FEE SCHEDULE PART II**

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	Y	N	Y	N	
Occupational Therapy	Y	N	Y	N	
Physical Therapy	Y	N	Y	N	
Audiology	Y	N	Y	N	
Pre-vocation/Vocational	Y	N	Y	N	
Counseling/Guidance for Students	Y	N	Y	N	
Parent Counseling and Training	Y	N	Y	N	
Psychoeducational Assessments	Y	N	Y	N	
Psychological Services	Y	N	Y	N	
Recreation	Y	N	Y	N	
School Health Services	Y	N	Y	N	
Medical	Y	N	Y	N	
Transportation	Y	N	Y	N	
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Extended School Year	Y	N	Y	N	

Circle all grades for which you are approved:

PreK K 1 2 3 4 5 6 7 8 9 10 11 12



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

LIFE DEVELOPMENT INSTITUTE
Company Name

18001 N. 79th AVE. E-71
Street Address

GLENDAL AZ 85308
City State Zip Code

Telephone Number: 623-773-2774

ROB CRAWFORD
Name of Person Authorized to Sign Offer

CEO
Title of Authorized Person

[Signature] 4/27/05
Signature of Authorized Person Date of Offer

Facsimile Number: 623-773-2788

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

See Attached

Offeror's Federal Employer Identification Number:

86-0456403

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

Your Offer, dated 4/27/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED05-0085-17**.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

[Signature]
Douglas C. Peebles, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

LIFE DEVELOPMENT INSTITUTE (SAME)
(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

ROB CRAWFORD, CEO
(Name and Title)

18001 N 79th AVE. E-71
(Street Address)

GLENDALE, AZ 85308
(City & State) (Zip Code)

phone: 623-773-2774 fax: 623-773-2788
(Telephone & Facsimile Numbers)

rcrawford@life-development-inst.org
(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

ATTACHMENT 6.1 FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism	\$90	180	\$16200
EDP: Emotional Disability/Separate Facility of Private School	\$90	180	\$16200
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation	\$90	180	\$16200
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment	\$90	180	\$16200
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$90	180	\$16200
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury	\$90	180	\$16200
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within _____ calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by _____. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1 **FEE SCHEDULE PART II**

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Occupational Therapy	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Physical Therapy	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Audiology	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Pre-vocation/Vocational	<input checked="" type="radio"/> Y	N	<input checked="" type="radio"/> Y	N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	N	<input checked="" type="radio"/> Y	N	
Parent Counseling and Training	Y	N	Y	N	
Psychoeducational Assessments	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Psychological Services	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Recreation	<input checked="" type="radio"/> Y	N	<input checked="" type="radio"/> Y	N	
School Health Services	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Medical	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Transportation	Y	N	Y	N	
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Other:	Y	N	Y	N	
Extended School Year	Y	N	Y	N	

Circle all grades for which you are approved:

PreK K 1 2 3 4 5 6 7 8 9 ☒ 10 ☒ 11 ☒ 12

OFFERER'S REFERENCES
SOLICITATION NO. ED 05-0085

Peoria Unified School District

6330 W. Thunderbird

Glendale, AZ 85306

Bill McQuery 623-486-6000

Transition & Special Education Services provided since 1992

Glendale Union School District

7650 W. 43rd Ave.

Glendale, AZ 85301

June McCulley 623-435-6000

Transition & Special Education Services provided since 2000

Phoenix Union School District

4502 N. Central Ave.

Phoenix, AZ 85012

Debbie Roman

Transition & Special Education Services provided since 2001



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION

Procurement Section

1535 West Jefferson Street, Bin #37

Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Youth Development Institute
Company Name
1830 E. Roosevelt
Street Address
Phoenix AZ 85006
City State Zip Code
Telephone Number: 602-254-0884

Trish Cocoros
Name of Person Authorized to Sign Offer
Associate Director
Title of Authorized Person
Trish Cocoros
Signature of Authorized Person Date of Offer
Facsimile Number: 602-258-4033

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

Offeror's Federal Employer Identification Number:

86-0841341

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amend-
ment(s) to the Solicitation for Offers and
related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/05, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED05-0085-18**.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 27th day of June, 2005.

Douglas C. Peoples
Douglas C. Peoples, MBA, CPPB, CPCM
Procurement Director

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. ED05-0085

percentage of contract utilization and how this effort will be administered and managed, including reporting requirements.

15. **Mailing of Payments.** Address to which payment should be mailed, if different than that listed on the Offer and Award Form.

SAME

(Company Name)

(Street Address)

(City & State)

(Zip Code)

16. Contractor representative to contact for contract administration purposes:

Trish Cocoros Associate Director

(Name and Title)

1830 E. Roosevelt

(Street Address)

Phoenix AZ 85006

(City & State) (Zip Code)

602-254-0884 602-258-4033

(Telephone & Facsimile Numbers)

trish.cocoros@ydi.org

(E-mail Address)

17. The ADE representative to contact for technical matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Beverley Boyd
Exceptional Student Services
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 364-1978
FAX: (602) 542-5404
E-mail: bboyd@ade.az.gov

Section 1: Scope of Work:

Youth Development Institute has an excellent history of offering K-12 public and charter school districts out-of-district placement for students with special needs who require a more structured setting to meet the requirements of least restrictive environment, particularly students with emotional and behavioral disorders and learning disabilities. Youth Development Institute is approved by the Arizona Department of Education and North Central Accreditation.

1.1 History and Qualifications:

Youth Development Institute is a private, not-for-profit corporation that provides rehabilitation and treatment services for troubled youth and their families.

Our mission

Is to provide developmental, educational, and economic opportunities for disadvantaged and troubled Youth Development Institute so that they may mature into responsible and successful adults.

Youth Development Institute is also a laboratory where effective practices in the field of child and youth care work can be documented, demonstrated, and disseminated.

Youth Development Institute (YDI) was incorporated in Arizona in October of 1996 and first licensed by the Arizona Office of Behavioral health Licensure (OBHL) for residential services in June of 1997. At a seven-acre campus located in central Phoenix, Youth Development Institute provides a full range of educational rehabilitation and intensive treatment services including academic programming, family, group, and individual counseling, therapeutic recreation, living skills training, and personal development.

It is our belief and founding principle that a continuum of care is necessary to provide the best, most effective and most cost efficient model for the treatment of children and youth. We also believe that a true continuum of care requires a unified philosophy and approach, a well-correlated and thoroughly indoctrinated curriculum and methods, and perhaps most importantly, the consistency of caring adults. Our approach and goal is to transition youth from the more secure levels of care to the least restrictive levels of care while maintaining continuity of philosophy, programming and services.

Youth Development Institute is a therapeutic community who each child can belong for as long as they may need services while being given hope for a future of successful independence. A place to belong, strong relationships with caring adults, and hope for the future form the basis of programming and services at YDI. We believe that it does indeed take a village to raise a child and that lasting relationships are central to the development of each child's potential.

**Our vision
is of a therapeutic community
a village where children find a place to belong and grow,
where they can create identity through
lasting relationships with caring adults
where they find a home for the heart and spirit
a place of healing and hope.**

Our goal is that a child, once placed with YDI, can remain for as long as he or she needs out-of-home placement; our vision is to give each one a place to belong – a “village” in which they can create identity. We re equally committed to providing services to bridge successful transition back into the community at large, to bolster the family of origin or find a family of the heart for each.

Treatment Philosophy and the Psychoeducational Model

Youth Development Institute's (YDI) treatment philosophy is based on the Psychoeducational Model, an extension of the concept of a therapeutic milieu. The therapeutic milieu is a specially designed environment and the events of daily living are used as formats for teaching competence in basic life skills. Designed to encourage change from within, the structured and supportive daily environment promotes self-awareness and behavioral responsibility. The therapeutic milieu becomes both a means and a context for growth and change, informed by a culture that stresses learning through living. YDI's treatment program focuses on changing attitudes, values and behaviors, while promoting growth, maturation and responsible citizenship. The basic tenets of the Psychoeducational model are:

- Relationship is primary
 - Assessment is ecological
 - Behavior is holistic
 - Teaching is humanistic
 - Crisis is opportunity
 - Practice is pragmatic
- (Larry Brentro, Re-educating Troubled Youth, 1983)

Treatment Programs include: Specialized treatment for Sexually Abusive Youth and General Mental Health Programming.

School Program

Youth Development Institute (YDI) operates an on-site day school on the main campus at 1830 East Roosevelt in Phoenix. Youth participate in a full academic program designed to remediate deficiencies and maintain academic progress. Students receive academic credit for coursework completed, and are assisted in transition from out-of-district placement to less restrictive school settings when determination is made by the Multidisciplinary/IEP Team.

YDI's school is approved by the Arizona Department of education. Certified Special Education teachers provide standards-based curriculum and special education services

according to the youth's Individual Education Plan (IEP), in alignment with the Arizona Department of Education's state standards, and the requirements of No Child left Behind (NCLB). The Arizona Department of education has approved provision of special education services for the following handicapping conditions: Emotional Disability, Specific Learning Disability, Other Health Impaired and Traumatic Brain Injury. The school is accredited by North Central Accreditation (NCA) and issues high school credits and graduates students with eighth grade and high school diplomas.

**The school mission states
Youth Development Institute is committed to providing
a nurturing, education environment
which meets the unique needs of each learner
by encouraging all students to develop mutual respect,
positive self-esteem and academic achievement
leading to successful citizenship.**

YDI's academic curriculum focuses on re-connecting youth with the educational process, and instilling the value of life-long learning. Emphasizing real-life skills and incorporating experiential, hands-on projects, the educational program re-motivates each youth for success and re-awakens the natural learner in each. The academic curriculum provides instruction and training in core academic areas: Language Arts, Math, Social Studies, Science, Art, Technology, and Physical Education in an integrated curriculum emphasizing:

- Critical thinking skills and decision-making skills
- Mathematical literacy
- Reading comprehension
- Oral and written communication skills

YDI's educational component:

- Allows for the open-entry, open-exit of students
- Is responsive to a variety of learning styles and academic deficits
- Is structured around small group learning processes utilizing cooperative learning strategies with an emphasis on individualized instruction
- Is culturally competent, going beyond inclusive materials that are culturally sensitive and relevant to explore the issues and skills of living in a multicultural society
- Implements programs that address the unique cognitive, affective and behavioral needs of sexually abusive and chemically dependent youth.
- Embeds the academic curriculum with prosocial, skill-building curriculum to meet the needs of all students with special needs.

1.3 Special Education and Related Services

- Pre- and post- testing on the Woodcock-Johnson
- Implementation of IEP goals and objectives
- Implementation of modifications and accommodations for daily instruction and testing as indicated on IEP
- Review of IEP goals and objectives each school quarter.

- Collaboration with school districts on annual review of IEP goals and objectives, and triennial reevaluation.
- Small group and one-on-one counseling
- Testing students on the AIMS and Tera Nova as required for Arizona Department of education graduation requirements. All accommodations as indicated on students' IEPs will be incorporated into each testing situation.

1.5 Standards-based Education Program:

- Standards-based core curriculum approved by the Arizona Department of Education.
- Four Blocks Comprehensive Reading Program
- 6-Traits Writing
- Interdisciplinary/engaged learning
- Integrated Technology through a Computer Lab and collaboration with core subject teachers.
- Remediation and enrichment through Accelerated Reader and Accelerated Math, and a K-12 LEARN curriculum in reading, mathematics and writing. Other programs include high school science and social studies that meet the requirements for course credit, and career pathways programs.
- K-8 Specials: Music, Art, Physical Education, Computer Science, Bridges(self-management), Pre-vocational
- 9-12 Electives: Music, Art, Physical Education, Computer Science, Bridges, Independent Study, Life Skills, Vocational Education
- Field Trips, Honor Roll, Spelling Bee, Science Fair, Community Service, Graduation
- Block Scheduling, school day: 8:30-3:00
- Extended School Year (ESY)
- 12:2 ratios. Certified Special education teacher and trained paraprofessional

Specialized Programs:

- Expressive Art
- Sexual Development
- Vocational and Pre-vocational Programming
- Chemical Dependency Curriculum
- Keys to Innervision Curriculum, Cognitive Skills for Self-Directed Living. This educational curriculum is about change, specifically changing the beliefs and behaviors that lead to violence, drug abuse/dependency, criminal behavior, school and social failure.
- Journey Program Curriculum for youth sex offenders
- Individual and group counseling by a certified therapist
- Psychological testing
- Tutoring

Behavior Management System:

- Positive Peer Culture
- Responsible Thinking Process
- Limit and Lead
- Psychoeducational Model, counseling and education are inextricably intertwined within the framework of the educational program. Relationships are the primary change agent in this model, and staff are trained and supported in building helping relationships with the youth in their care.
- Highly structured learning environment based on high expectations and accountability.
- Security and safety ensured by the physical facility, staff competency, and structured programming.

1.6 Maintenance of Student Records**1.11 Attendance Reporting System****1.13 Notification of Withdrawal of Students**

- Attendance recorded daily
- Parent notification when a student is absent
- School districts will be notified at 5-day absence, and 10 day absence.
- School districts will be notified of intent to discontinue, suspend, or terminate services to a student for longer than 10 school days. Services will continue to the student until an IEP meeting with the Public Education Agency (PEA) is convened to determine an appropriate alternative placement.
- The PEA will be given up to 10 school days to arrange for a transition of the student after the IEP determination.
- Student educational records, special education records, and health records held in separate, secure, locked locations, with list of approved personnel who have access to the records, as required by statutory requirements.
- Students records will be held in a separate, secure, locked location for up to seven years
- Student records will be obtained and released upon required signed Release of Information Form, or when meets the statutory guidelines for release of information to specific parties.

1.7 Accountability

- As outlined by this RFP
- Mid-term progress reports
- Quarterly report cards
- Regular communication via email, phone calls, meetings with home school district and parents/guardians
- Individual Education Plan (IEP) documentation of progress
- Parent/teacher conferences

1.8 Assessment/Accountability:

- Yearly pre- and post- testing on the Woodcock-Johnson
- Mid-quarter progress reports on academic progress, and IEP goals and objectives
- Quarterly report cards
- Transcripts
- Quarterly Parent/Teacher/Student conferences
- Annual IEP Review
- AIMS and Terra Nova Testing

School Personnel:

- **1.4 Principal** - Certified K-9 Regular Education Certified K -12 Special Education – Certified Principal and Administrator
- **1.2 Teachers** – Certified K – 12 Special Education Teachers, Specials/ Electives – Certified Teachers
- Paraprofessionals – 2 year to 4 year degreed in Human Services Field, 40 hours each year in CPR and First Aid, Preventative Intervention Strategies, Physical Restraint Training, Keys to Interventions, Responsible Thinking Process Training, and Limit and Lead
- Therapists – Certified in One-on-One and Group, Child, Youth, and Family Counseling
- Nurse – Licensed RN
- Psychologist – Licensed with Child, Youth and Family experience
- Food Services – Licensed. Meets the requirements for ADE lunch program

1.9 Insurance Liability

- See attached copy

1.10 Accounting and Budget System

- Maintenance off all systems, accounting and budget,

1.12 Notification of Program or Staff Changes

- Notification to the Arizona Department of Education on any YDI staff or program changes within 10 days of the change

1.14 Evaluation of YDI day school program

- Permission to ADE and PEA to conduct onsite evaluations of the day school program

1.15 Approval to Contract

- Request approval to contract with PEAs from the ADE in accordance with regulatory procedures

1.16 Medicaid

- Complete required Medicaid billing process of requested to do so in writing by the school district.

Qualifications:

1. **School Calendar**
2. **Teacher Certifications**
3. **Principal Resume and Certifications**
4. **References**
5. **NCA Accreditation**
6. **Financial Audit**

Youth Development Institute Calendar 2005 - 2006

<p>July 25-Aug. 5, 2005</p> <p>Aug. 8, 2005 Sep. 5, 2005 Sep. 6, 2005</p> <p>Oct. 7, 2005</p>	<p>Summer Intersession July 25-29 Teacher Vacation Aug. 1-5 Teacher In-service and Planning First day of school year 2005-2006(43days) Labor Day Holiday-NO SCHOOL Teacher In-service-NO SCHOOL Progress Reports Due Last Day of First Quarter Report Cards Due</p>
<p>Oct. 10-14, 2005</p> <p>Oct. 17, 2005 Nov. 10, 2005</p> <p>Nov. 11, 2005 Nov. 24-25, 2005 Dec. 21, 2004</p> <p>Dec. 22-Jan 4, 2006</p>	<p>Fall Intersession-NO SCHOOL Teacher In-service, Report cards due First Day of Second Quarter (46days) Teacher In-service-NO SCHOOL Progress Reports Due Veteran's Day-NO SCHOOL Thanksgiving Holiday-NO SCHOOL Last Day of Second Quarter Report Cards Due Winter Break-NO SCHOOL Dec.22-23-Teacher In-service Dec.26-Teacher Holiday Dec.27-Dec.30-Teacher Vacation Jan. 2-Teacher Holiday Jan. 3 -4 - Teacher In-service</p>
<p>Jan. 5, 2006 Jan. 16, 2006 Feb. 3, 2006 Feb. 20, 2006 Mar. 10, 2006 Mar. 13-17, 2006</p>	<p>First Day of Third Quarter (45 days) Martin Luther King Holiday -NO SCHOOL Progress Reports Due Presidents Day -NO SCHOOL Last Day of Third Quarter Spring Intersession-NO SCHOOL Report Cards Due Teacher In-service</p>
<p>Mar, 20, 2006 Apr. 14, 2006 Apr. 17, 2006</p> <p>May 26, 2006 May 29-June 6, 2006</p> <p>June 7, 2006 July 3, 2006 July 4, 2006 July 21, 2006 July 24-8, 2006</p> <p>July 31-Aug. 4, 2006</p>	<p>First Day of Fourth Quarter (48 days) Good Friday - Teacher Holiday-NO SCHOOL Teacher In-service-NO SCHOOL Progress Reports Due Last Day of Fourth Quarter Summer Intersession May 29 - Memorial Day Holiday May 30 - Graduation May 31-June 6-Teacher In-service First Day of Fifth Quarter (30 days) Teacher In-service-NO SCHOOL July 4th Holiday-NO SCHOOL Last Day of Fifth Quarter Second Summer Intersession-NO SCHOOL Report Cards Due Teacher In-service and Planning 2006-2007 Sch. Yr.</p>

Patricia Blanton Resume

Youth Development Institute Director of Education

August, 2003-Present

Oversees implementation of school program for special education and regular education at-risk students, and supervises education staff. Other responsibilities include meeting requirements for ADE, NCA, IDEA, and YDI policies and procedures.

Dysart Unified School District Curriculum Coordinator

July 2001-August, 2003

Responsibilities included coordination of standards-based curriculum at all 11 schools in the district, supervision of libraries and librarians, coordinator of the gifted education program, coordinator of book adoptions, and implementation of RIF grant, and Literacy for Libraries Grant.

Southwest Education Center Executive Director

August, 1997-June, 2001

Responsible for the implementation of the curriculum and behavior management program for K-12 special education students placed from public school districts in the valley as out-of-district placements as part of FAPE, their continuum of services, and least restrictive environment. Other responsibilities included district-wide management of transportation, food services, psychological services, after school programs, budget, networking, staff development, hiring, and evaluation, and meeting the requirements of IDEA, ADE, NCA, BHS, and school districts.

Westbridge Treatment Facility Director of Education

August, 1995-August, 1997

Responsible for the implementation of the education and behavior management program for special education K-12 residential and day students. Other responsibilities included staff development, psychological testing, hiring and evaluation, networking, and meeting the requirements of IDEA, ADE, NCA, BHS, and school districts.

Guilford County School District Special Education Coordinator Special Education Teacher

**August 1984-January, 1995
8/1990-1/1995
8/1984-8/1990**

Education

**B.A. in Education, Special Education Endorsement
University of Illinois, Chicago**

1977

**M.S. In Education Administration and Supervision
N.C. A & T State University, Greensboro, NC.**

1992

**Currently working on Doctorate in Leadership
University of Phoenix, Phoenix**

started July, 2003

References (school districts YDI has worked with when they had day school)

Bob Glass, psychologist
Mesa Unified School District
480-472-0600

Deb Roman, psychologist
Phoenix Union High School District
602-764-1012

Sue McDivett
Phoenix Elementary School District
602-257-3805

References (school districts YDI currently works with for residential students)

Bob Glass, psychologist
Mesa Unified School District
1025 N. Country Club Drive
Mesa, AZ 85201

Deb Roman, psychologist
Phoenix Union High School District
4502 N. Central Avenue
Phoenix, AZ 85012
602-764-1012

Sharon Coffee, Transition Specialist
Maricopa County Regional Schools
Lone Cactus Regional High School
2624 W. Lone Cactus Drive
Phoenix, AZ 85027
623-435-6244

ATTACHMENT 6.1
FEE SCHEDULE PART I

SOLICITATION NO. ED05-0085

Please complete for each category you are approved to serve:

Disability Category	Daily Rate	Days in Calendar	Annual Rate
A: Autism			
EDP: Emotional Disability/Separate Facility of Private School	\$120	180	\$21,600
HI: Hearing Impairment			
MD: Multiple Disabilities (Please circle combinations served) VI/HI, VI/MOMR, VI/OI, VI/SLD, VI/ED, VI/MIMR, HI/MOMR, HI/OI, HI/SLD, HI/ED, HI/MIMR, OI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MD-SSI: Multiple Disabilities/Severe Sensory Impairment (Please circle combinations served) SVI/SHI, SVI/MOMR, SVI/SMR, SVI/EDP, SHI/MOMR, OI/SLD, OI/ED, OI/MIMR, MOMR/ED			
MIMR: Mild Mental Retardation			
MOMR: Moderate Mental Retardation			
OHI: Other Health Impairment	\$120	180	\$21,600
OI: Orthopedic Impairment			
PMD: Preschool-Moderate Delay			
PSD: Preschool-Severe Delay			
PSL: Preschool-Speech/Language Delay			
SLD: Specific Learning Disability	\$120	180	\$21,600
SLI: Speech/Language Impairment			
SMR: Severe Mental Retardation			
TBI: Traumatic Brain Injury			
VI: Visual Impairment			
Alternative General Education: for At-Risk students			

If payment is made within 5 calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by 5%. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

ATTACHMENT 6.1
FEE SCHEDULE PART II

Please complete entire form as appropriate.

Related Services	Available		Included in Daily Rate		Rate/unit (if not included)
Speech/Language Therapy	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y	<input checked="" type="radio"/> N	\$80/hr.
Occupational Therapy	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Physical Therapy	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Audiology	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Pre-vocation/Vocational	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Counseling/Guidance for Students	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Parent Counseling and Training	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Psychoeducational Assessments	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Psychological Services	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Recreation	Y	<input type="radio"/> N	Y	<input type="radio"/> N	
School Health Services	<input checked="" type="radio"/> Y	<input type="radio"/> N	<input checked="" type="radio"/> Y	<input type="radio"/> N	
Medical	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Transportation	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Other:	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Other:	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Other:	Y	<input checked="" type="radio"/> N	Y	<input checked="" type="radio"/> N	
Extended School Year	<input checked="" type="radio"/> Y	<input type="radio"/> N	Y	<input checked="" type="radio"/> N	\$120

Circle all grades for which you are approved:

PreK ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12